# UNIT PLAN

**Unit Title:** CIVIL RIGHTS  
**Subject/Course:** DCPS 11, US History & Geography II  
**Est. Timeframe:** 10, 11 days

| P1 Priority Standard | DCPS Standard: Cold War to the New Millennium (1947 – 2001)  
11.11. Students analyze the origins, goals, key events, and accomplishments of Civil Rights movement in the United States.  
NCSS STANDARD: CIVIC IDEALS AND PRACTICES | Bloom’s EVALUATE |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative Assessment(s)</strong></td>
<td>Flashcards Project, Unit Test</td>
<td></td>
</tr>
</tbody>
</table>
| **Essential Questions** | What were the origins of the Civil Rights Movement of the 1950s and 1960s?  
What were the major goals of the Civil Rights Movement?  
What were the strategies used by the leaders, organizers, and participants of the Civil Rights Movement? What were the advantages and disadvantages?  
How did the methods of Martin Luther King, Jr. and Malcolm X differ from one another when acquiring civil rights?  
What are the strengths and weaknesses of nonviolent civil disobedience? Did nonviolent civil disobedience achieve its goal? Why or why not?  
How and to what extent did the Civil Rights Movement transform American society in the 1960’s and 1970’s?  
To what extent was the year 1968 a turning point for the national politics and civil rights in the United States? | |
| **P2/P3 Supporting Standards** | Bloom’s  
1. Remember/Knowledge  
2. Understand/Comprehension  
3. Apply  
4. Analyze  
5. Synthesize  
6. Evaluate | SMART Objectives  
SWBAT explain how music evokes feelings and emotion  
SWBAT understand the relationship between music and culture  
SWBAT analyze song lyrics to critically examine themes and messages  
SWBAT consider the effectiveness of music to communicate ideas | Assessments/Activities  
**Students** will listen to audio recordings of “A Change Is Gonna Come” and “I Have a Dream” while following along on lyric/transcript sheets. Students will compare and contrast the themes and messages of the song and speech.  
**Students** will collaborate with classmates in groups of four or five to brainstorm, discuss, and share their views about a song. |
### 2. Describe the diffusion of the Civil Rights movement of African Americans from the churches of the rural South to the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how their advances influenced the agendas, strategies, and effectiveness of the quests of Native Americans, Asian Americans, and Hispanic Americans for civil rights and equal opportunities. (G, P)

**1. Remember/Knowledge**
**2. Understand/Comprehension**
**3. Apply**
**4. Analyze**
**5. Synthesize**
**6. Evaluate**

SWBAT identify, describe, and connect more than fifty significant events, people, organizations, and laws of the Civil Rights Movement of the 1950’s and 1960’s

SWBAT identify the context, audience, point-of-view, and purpose of a primary source document.

SWBAT recall and connect outside sources to a primary source document.

Introduction to the Flashcards Project, Students were introduced earlier in the school year to CAPP. Standing for “Context, Audience, Point-of-view, and Purpose”, CAPP is a method of inquiry used to analyze primary source documents. The lesson will begin with students analyzing a primary source document through the use of the CAPP strategy. Small group work, a strategy frequently used in this class, is briefly used for students to share their CAPP answers. Students practice writing thesis paragraphs and using primary sources to support their claims.

### 3. Describe the birth and the spread of the Chicano Movement, from New Mexico to Denver to Washington, DC. And analyze its moderate and more militant arms (e.g., Brown Berets, United Farm Workers, Mexican American Political Association, and Raza Unida). (G, P)

**1. Remember/Knowledge**
**2. Understand/Comprehension**
**3. Apply**
**4. Analyze**
**5. Synthesize**
**6. Evaluate**

SWBAT understand the contributions of Cesar Chavez and the migrant farm workers movement to the civil rights of Hispanics.

SWBAT compare the methods used by the farm workers movement with the African American Civil Rights Movement.

Students will complete a KWL Chart to organize their knowledge of Cesar Chavez. Students will read and analyze a telegram sent by Dr. King to Cesar Chavez. In groups, students will collaborate with classmates to draft a response to Dr. King. Recalling past information on Dr. King’s methods of protest and utilizing new information on Chavez’s methods of protest, students will compare and contrast their styles while learning about the Chicano movement and the migrant farm workers movement. In small groups, students will then analyze obituaries and articles on Chavez and compare and contrast their findings.
4. Explain the role of institutions (e.g., the National Association for the Advancement of Colored People, or NAACP; the Warren Court; the Nation of Islam; the Congress of Racial Equality; the Southern Christian Leadership Conference; League of United Latin American Citizens, or LULAC; the National Council of La Raza, or NCLR; the Mexican American Legal Defense and Education Fund, or MALDEF; the National Puerto Rican Coalition; and the Student Nonviolent Coordinating Committee). (P)

| 1. Remember/Knowledge | SWBAT to understand the motivations of African-American students in organizing sit-ins and creating SNCC |
| 2. Understand/Comprehension | SWBAT understand how the generational differences between members of SNCC and other civil rights groups led to a difference in strategies in the organizations. |
| 3. Apply | Students will take a quiz assessing them on identification. To learn about SNCC, students will listen and watch a short YouTube video featuring a song called The Welcome Table and featuring numerous photographs of SNCC’s involvement in Freedom Summer, sit-ins, and other instances of civil disobedience. The focus of this lesson plan will be the young people of the movement. |
| 4. Analyze |  |
| 5. Synthesize |  |
| 6. Evaluate |  |

5. Describe the legacies and ideologies of key people (e.g., A. Philip Randolph, Dolores Huerta, Raúl Yzaguirre, Robert Kennedy, Martin Luther King Jr., Ella Jo Baker, Thurgood Marshall, Rosa Parks, and Malcolm X). (P)

| 1. Remember/Knowledge | SWBAT articulate the positions and beliefs of major participants in the Civil Rights Movement |
| 2. Understand/Comprehension | SWBAT organize vocabulary words and definitions, class notes, and flashcards to persuade classmates of their arguments |
| 3. Apply | SWBAT demonstrate understanding of three Civil Rights leaders’ positions and actions in the Civil Rights Movement |
| 4. Analyze |  |
| 5. Synthesize |  |
| 6. Evaluate |  |

The last lesson focused on crucial role played by organizational structures in advancing the goals of the African American Civil Rights Movement. This lesson plan, adapted from a class-long group work project by my cooperating teacher at St. John’s, is called “Civil Rights Leaders” debate. The lesson is almost entirely student-run. Rather than examining the contributions of the young people of the Civil Rights Movement, this lesson features the views and opinions of the movement’s big wigs, so to speak.
## 6. Describe the diffusion of the Civil Rights movement of African Americans from the churches of the rural South to the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how their advances influenced the agendas, strategies, and effectiveness of the quests of Native Americans, Asian Americans, and Hispanic Americans for civil rights and equal opportunities. (G, P)

<table>
<thead>
<tr>
<th>1. Remember/ Knowledge</th>
<th>SWBAT identify a minimum of five key individuals and three major events of the African American Civil Rights Movement associated with a particular city</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Understand/ Comprehension</td>
<td>SWBAT analyze a particular city’s significance and contribution to the African American Civil Rights Movement</td>
</tr>
<tr>
<td>3. Apply</td>
<td>Students will collaborate with classmates in groups of four or five to research, identify, and analyze five cities’ unique individuals, characteristics, and contributions to the African American Civil Rights Movement.</td>
</tr>
<tr>
<td>4. Analyze</td>
<td></td>
</tr>
<tr>
<td>5. Synthesize</td>
<td></td>
</tr>
<tr>
<td>6. Evaluate</td>
<td></td>
</tr>
</tbody>
</table>

## 8. Explain the 1964 Civil Rights Act, the 1965 Voting Rights Act and the Fair Housing Act of 1968, the 24th Amendment, with an emphasis on equality of access to education and to the political process. (P, S)

<table>
<thead>
<tr>
<th>1. Remember/ Knowledge</th>
<th>SWBAT identify six key passages of the Voting Rights Act of 1965</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Understand/ Comprehension</td>
<td>SWBAT give at least two examples of how the Voting Rights Act impacted the voting rights of African Americans</td>
</tr>
<tr>
<td>3. Apply</td>
<td>SWBAT identify one main goal and one secondary goal of the Voting Rights Act of 1965</td>
</tr>
<tr>
<td>4. Analyze</td>
<td>Students will individually work on literacy tests created by Southern states to disenfranchise the voting rights of African Americans from the end of Reconstruction until the passage of the Voting Rights Act of 1965.</td>
</tr>
<tr>
<td>5. Synthesize</td>
<td>Students will collaborate with classmates to analyze and evaluate the significance of key passages in the Voting Rights Act of 1965.</td>
</tr>
<tr>
<td>6. Evaluate</td>
<td>Students will be assessed on their knowledge of the Voting Rights Act’s main goal with a two-question exit ticket.</td>
</tr>
</tbody>
</table>
| **8. Explain the 1964 Civil Rights Act, the 1965 Voting Rights Act and the Fair Housing Act of 1968, the 24th Amendment, with an emphasis on equality of access to education and to the political process. (P, S)** | **1. Remember/ Knowledge**  
2. Understand/ Comprehension  
3. Apply  
4. Analyze  
5. Synthesize  
6. Evaluate | **SWBAT identify three major tenets of the Civil Rights Act of 1964**  
**SWBAT defend a position for or against the passage of the Civil Rights Act of 1964 by drawing on their knowledge of the Civil Rights Act, the Voting Rights Act, and the Civil Rights movement.**  
**SWBAT explain five major steps in the unique legislative process of the Civil Rights Act** | **Students will write short speeches from perspectives that are not their own.**  
**Students will participate in class discussion while writing notes – to be checked by the instructor for assessment at the end of the lesson.** |
|---|---|---|---|
| **11.11. Students analyze the origins, goals, key events, and accomplishments of Civil Rights movement in the United States.** | **1. Remember/ Knowledge**  
2. Understand/ Comprehension  
3. Apply  
4. Analyze  
5. Synthesize  
6. Evaluate | **SWBAT collaborate and share the research and information from their flashcards on the Civil Rights Movement to prepare for the unit test**  
**SWBAT identify, explain, analyze, and infer the origins, goals, key events, and accomplishments of the Civil Rights Movement in the United States.** | **Students will participate in a self-guided review day before their exam day. The activity engages students in content review while providing an opportunity to answer students’ last-minute questions. Students were asked to bring their Unit Flashcards to class to prepare and review key terms.**  
**Students will take the Unit Test.** |
| **11.11. Students analyze the origins, goals, key events, and accomplishments of Civil Rights movement in the United States.** | **1. Remember/ Knowledge**  
2. Understand/ Comprehension  
3. Apply  
4. Analyze  
5. Synthesize  
6. Evaluate | **SWBAT will be able to connect the African American Civil Rights Movement of the 1960s to current day efforts related to the civil rights of African Americans.**  
**SWBAT examine the purpose of an opinion article’s content**  
**SWBAT differentiate fact from opinion in an opinion article**  
**SWBAT infer the context of the author’s opinion article** | **Students will read and analyze the context, audience, purpose, and point-of-view of an article connecting the African American Civil Rights Movement of the 1960s to current day efforts related to the civil rights of African Americans.** |
Title of Lesson: CIVIL RIGHTS UNIT INTRO
Grade Level: GRADE 11
Subject: U.S. HISTORY & GEOGRAPHY II, DCPS

Situating the Lesson:
This lesson plan introduces the Civil Rights unit of U.S. History & Geography II in DC Public Schools. Students have just completed a unit on the economic boom and social transformation of the United States following World War II. The rise of Dixiecrats and the Southern Manifesto, which set the stage for the exodus of Southern Whites from the Democratic Party to the Republican Party, were explained. Much earlier in the year, students analyzed and evaluated Booker T. Washington’s program for American Blacks and W.E.B. Du Bois’s challenge to that program. Students are also able to explain the failure of Reconstruction (1865-1877) to bring about social and economic equality of opportunity to the former slaves. Near the end of the unit, students will connect the Civil Rights Movement of the 1960’s to the current events involving civil rights issues.

Methods of Inquiry:
Students will listen to audio recordings of a song and a speech while following along on lyric sheets. Students will compare and contrast the themes and messages of the song and speech. Students will collaborate with classmates in groups of four or five to brainstorm, discuss, and share their views about a song.

Instructional Goals:
SWBAT explain how music evokes feelings and emotion
SWBAT analyze song lyrics to critically examine themes and messages
SWBAT consider the effectiveness of music to communicate ideas
SWBAT identify the primary issues espoused in a speech

Essential Questions:
1. How did civil rights leaders and other political activists inspire or help produce civil rights-oriented music?
2. What general issues did Dr. King preach on in his “I Have a Dream” speech?

State/Content Standards:
District of Columbia
Grade 11
U.S. History & Geography II
STANDARD 11.11.1
Students analyze the origins, goals, key events, and accomplishments of Civil Rights Movement in the United States.

Instructional Materials:
1) Computer, Internet connection
2) Pen or pencil, notebook
3) Classroom loudspeakers or computer loudspeakers
4) A copy of the lyric sheet of “A Change is Gonna Come” [attached]
5) Link to “A Change is Gonna Come” on YouTube: [https://www.youtube.com/watch?v=gbO2_077ixs](https://www.youtube.com/watch?v=gbO2_077ixs)
6) “Song Analysis” worksheet (attached) (Teaching Tolerance)
7) A copy of the “I Have a Dream” speech [attached]
8) Link to audio of “I Have a Dream” speech on YouTube: [https://www.youtube.com/watch?v=jw1R_JBuHEQ](https://www.youtube.com/watch?v=jw1R_JBuHEQ)

**Set Induction (25 minutes):**

1) As a class, discuss the following questions: (Teaching Tolerance)
   a. Do you enjoy listening to music? If so, what do you enjoy about it?
   b. Do you think that music can put you in a certain mood? Or inspire you to change behavior? Or teach you something? If appropriate, share examples.
   c. If you wanted something to change (at your school, in your community or in society as a whole), how might you go about changing it? How could music help in this way? What role do you think music can play in starting change?
2) Distribute the lyrics (attached) to the song, “A Change Is Gonna Come” by Sam Cooke. Instruct students to read the lyrics while listening to the song’s online recording on YouTube, played from the classroom’s loudspeakers or instructor’s computer.
3) When the song is finished, cold-call on students and ask what they think the message of the song is. After two or three students share their answers, instruct students to work with their assigned groups to answer the questions on the “Song Analysis” worksheet (attached). Indicate to students that many of the questions’ answers may be unique to person. Instruct students to share their thoughts with group members. After 15 minutes of group discussion and collaboration on the worksheet, students and their groups will share their answers with the whole class. Instruct students to hold on to their worksheets.
4) Explain to students that Sam Cooke, the writer and singer of “A Change Is Gonna Come”, was partly inspired by Dr. Martin Luther King, Jr.’s “I Have a Dream” speech when writing the song’s lyrics. The themes in Sam Cooke’s “A Change Is Gonna Come” reflect the content of Dr. King’s “I Have a Dream” speech.

**Procedures (25 minutes):**

1) Ask students if they have ever heard Dr. King’s “I Have a Dream” speech. Should some students indicate their familiarity with the speech, ask him or her to provide a brief overview of the speech explaining where it was delivered and why. Play the entire audio of the speech on the loudspeakers of your classroom or your computer. As the audio plays, instruct students to follow along on the lyric sheet and highlight or underline words and phrases that especially stand out to them.
2) After students have listened to the speech, ask them which of Dr. King’s words or phrases especially stood out to them and why. Write these phrases on the board with different colored dry-erase markers. Discuss the meanings of the phrases.
Assessment/Closure:

Instruct students to take out the “Song Analysis” worksheet. Write on the whiteboard the following and instruct students to copy it down in their notebooks:

How does Sam Cooke’s song, “A Change Is Gonna Come”, reflect the tone and mission of Dr. King’s “I Have a Dream” speech?

Write a thesis paragraph addressing this question. Use your “Song Analysis” answers and the words and phrases of Dr. King written on the board to support your claim. I am looking for three things in your completed thesis paragraph:

1. An underlined thesis statement
2. You cite a minimum of 2 song lyrics and 2 King quotes as evidence to support your thesis statement
3. Thesis paragraph has no spelling or grammatical errors.

At the beginning of the next class meeting, students will exchange their essays twice with classmates. Four students, chosen by the instructor, will read the thesis paragraph they hold. Students will critique their classmates’ thesis paragraphs using the mini-rubric above.

Reflection:

While the allotted block of time is over 50 minutes, I expect this lesson would exceed the available amount of time. If the “Song Analysis” were to move past the twenty-minute mark without significant progression into the lesson, I would promptly transition into the “I Have a Dream” speech.

Additionally, the 15-minute ‘I Have a Dream’ speech may be 10-minutes too long for the attention span of 11th graders. While a complete viewing of the ‘Dream’ speech would be ideal for my lesson, I may only play the speech’s final 5 minutes to allow for students to begin outlining their five-paragraph essay.

Works Cited


“A Change Is Gonna Come”
SAM COOKE

I was born by the river in a little tent
Oh and just like the river I've been running ever since
It's been a long, a long time coming
But I know a change gonna come, oh yes it will
It's been too hard living but I'm afraid to die
Cause I don't know what's up there beyond the sky
It's been a long, a long time coming
But I know a change gonna come, oh yes it will
I go to the movie and I go downtown somebody keep telling me don't hang around
It's been a long, a long time coming
But I know a change gonna come, oh yes it will
Then I go to my brother
And I say brother help me please
But he winds up knockin' me
Back down on my knees
Ohhhhhhhhh…
There been times that I thought I couldn't last for long
But now I think I'm able to carry on
It's been a long, a long time coming
But I know a change gonna come, oh yes it will
SONG ANALYSIS

**Directions**: With your group, answer the following questions. Since the answers to many of these questions may be unique to person, share your thoughts with group members. After 15 minutes, you and your group will share your answers.

1. What do you think the song is about?

2. What emotional response does the song evoke?

3. Write a paragraph or a few sentences that describe the message, viewpoint or lesson the songwriter was trying to convey. Share examples from the song in your explanation.

4. Conduct research to learn the actual message of the song. There are several online sites you could use such as www.wikipedia.org, www.songfacts.com, and www.lyricinterpretations.com. Summarize what you learn below.

5. Do you believe the message of the song is relevant today? If so, is it relevant in your school, your community, the nation, the world, or all of them? If not, why not?

6. What words, lines or phrases in the song do you personally relate to?

7. What might be an alternate title for the song?
Name:

“*I Have a Dream*”

Dr. Martin Luther King, Jr.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.
But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom.

We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead.

We cannot turn back.

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. *We cannot be satisfied as long as the negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by signs stating: "For Whites Only."* We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until "justice rolls down like waters, and righteousness like a mighty stream."

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest -- quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.
I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."

This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning:

```
My country 'tis of thee, sweet land of liberty, of thee I sing.
Land where my fathers died, land of the Pilgrim's pride,
From every mountainside, let freedom ring!
And if America is to be a great nation, this must become true.
And so let freedom ring from the prodigious hilltops of New Hampshire.
Let freedom ring from the mighty mountains of New York.
Let freedom ring from the heightening Alleghenies of Pennsylvania.
Let freedom ring from the snow-capped Rockies of Colorado.
Let freedom ring from the curvaceous slopes of California.
But not only that:
Let freedom ring from Stone Mountain of Georgia.
Let freedom ring from Lookout Mountain of Tennessee.
Let freedom ring from every hill and molehill of Mississippi.
From every mountainside, let freedom ring.
```

And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

```
Free at last! Free at last!
Thank God Almighty, we are free at last!
```
Title of Lesson: CAPP & FLASHCARD PROJECT INTRO
Grade Level: GRADE 11
Subject: U.S. HISTORY & GEOGRAPHY II, DCPS

Situating the Lesson:
The previous class meeting was the introduction to the unit on the Civil Rights Movement. This lesson plan will start where the prior lesson ended. Students listened to audio recordings of Sam Cooke’s “A Change is Gonna Come” and Dr. Martin Luther King’s “I Have a Dream” speech while following along on lyric sheets. Students compared and contrasted the themes and messages of the song and speech.
Students then collaborated with classmates in groups of four or five to brainstorm, discuss, and share their views about the song and the speech.

Methods of Inquiry:
Students were introduced earlier in the school year to CAPP. Standing for “Context, Audience, Point-of-view, and Purpose”, CAPP is a method of inquiry used to analyze primary source documents. The lesson will begin with students analyzing a primary source document through the use of the CAPP strategy. Small group work, a strategy frequently used in this class, is briefly used for students to share their CAPP answers.
Students practice writing thesis paragraphs and using primary sources to support their claims.

Instructional Goals:
SWBAT identify, describe, and connect more than fifty significant events, people, organizations, and laws of the Civil Rights Movement of the 1950’s and 1960’s
SWBAT identify the context, audience, point-of-view, and purpose of a primary source document.
SWBAT recall and connect outside sources to a primary source document.

Essential Questions:
1. Identify, describe, and connect significant events, people, organizations, and laws of the Civil Rights Movement to specific primary source documents.
2. Identify the context, audience, point-of-view, and purpose of a primary source document.

State/Content Standards:
District of Columbia
Grade 11
U.S. History & Geography II
STANDARD 11.11.2
2. Describe the diffusion of the Civil Rights movement of African Americans from the churches of the rural South to the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how their advances influenced the agendas, strategies, and effectiveness of the quests of Native Americans, Asian Americans, and Hispanic Americans for civil rights and
equal opportunities. (G, P)

**Instructional Materials:**
1) “Flashcards Project” handout (attached)
2) “CAPP” worksheet (attached)
3) “Thesis Paragraph Exercise” (attached)

**Set Induction:**
1) The homework assignment given at the end of the last class meeting will be reviewed. Students were to write a thesis paragraph addressing the following prompt:
   
   How does Sam Cooke’s song, “A Change Is Gonna Come”, reflect the tone and mission of Dr. King’s “I Have a Dream” speech?

   Students were to include the following in their thesis paragraphs:
   1. An underlined thesis statement
   2. You cite a minimum of 2 song lyrics and 2 King quotes as evidence to support your thesis statement
   3. Thesis paragraph has no spelling or grammatical errors.

2) Instruct students to exchange their essays twice with classmates and silently read each other’s essays.

3) Four students, chosen by the instructor, will read the thesis paragraph they hold. The instructor should ask the student whose reading a classmate’s paragraph to: 1) reread the underlined thesis statement, 2) Identify the 2 song lyrics and 2 King quotes cited as evidence to support the thesis paragraph, and 3) check for spelling and grammatical errors.

**Procedures [Lesson Content/Skills/Teaching & Learning Strategies]:**
1) Introduce and explain the students’ two-week-long project for the Civil Rights unit. Distribute copies of ‘Flashcards Project’ handout and project the handout onto a whiteboard/wall. Cold-call on a student to read the directions. Stress to students your expectations for the flashcards project. A student receives an ‘A’ if he or she defines the term, notes the term’s significance to the Civil Rights Movement, and connects the term to other terms. Remind students that many of the terms will be mentioned during class-time over the course of the unit. Listening closely to classmates during group work and to the teacher during lecture will ease the substantial amount of work involved with the flashcards project.

2) Following the introduction and explanation of the “Flashcards Project”, instruct students to sit with their team of 4 of 5 students and to look at the “CAPP” worksheet they picked up as they entered the classroom. Have students silently read the quotation. Inform students they have a minute to read the document. Then instruct students to work with their team of 4 or 5 classmates to apply CAPP to the quotation. Inform students they have 4 minutes to complete CAPP. When time elapses, remind students that CAPP is a helpful tool when analyzing primary source documents such as private letters of correspondence. The CAPP document is for their benefit when studying for quizzes and tests and preparing for essays. Tell students that addressing each component of CAPP is not answering an essay question. CAPP is simply a
step toward the answer. Cold-call on four students to share what they wrote for each letter of CAPP. Take no more than 5 minutes.

3) While CAPP is completed by the groups, write the following questions on the whiteboard:
   - Who does Dr. King refer to when he says, ‘they’?
   - What philosophy ‘produced the murderers’?
   - What is the ‘American dream’ to Dr. King?

4) Instruct students to take out the “Thesis Paragraph Exercise” handout they picked up as they entered class.

5) Using the information they gained when applying CAPP to Dr. King’s quotation, instruct students to silently and individually address these three questions in the form of a thesis paragraph. Instruct students to cite a relevant outside source and refer to the primary source quotation to support their claims. Students have 15 minutes.

2) Cold-call on 3 students, each at varying levels of academic performance in the class or those typically uninvolved in class discussion. Instruct each student to address each question.” Time permitting; should the student offer a less than suitable answer, call on a second student if a hand is raised.

Assessment/Closure:
1) The completed CAPP worksheet and thesis paragraph act as assessments of the students’ comprehension and effective utilization of CAPP, their skill in writing a complete thesis paragraph, and their content knowledge.

Reflection:
Lesson Plan 2 focuses on two things. First, the lesson strengthens students’ understanding and skill in writing thesis paragraphs that communicate a clear claim and provide evidence to support the claim. Lesson Plan 2 further enhances student skill in reading and writing comprehension by using the CAPP exercise. While lecture has its place in the classroom, content can effectively be delivered through the students’ own research when answering a question that requires higher order thinking skills. Instead of asking students a “who” or “what” question, I believe “why” and “how” questions connect and synthesize the information.
Flashcards Project

Directions: All terms must be identified on flashcards. Your flashcards will be checked twice; on the day of the quiz and the day of the Unit Test, so make sure they are with you.

The final due date, the day of the Unit Test, is December 18.

The Flashcards Project grade is out of 100 points, the same as the Unit Test.

<table>
<thead>
<tr>
<th>100%</th>
<th>- Definitions/identifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Context/significance</td>
</tr>
<tr>
<td></td>
<td>- Connect to other terms</td>
</tr>
<tr>
<td>90%</td>
<td>- Definitions/identifications</td>
</tr>
<tr>
<td>80%</td>
<td>- Incomplete, but some</td>
</tr>
<tr>
<td></td>
<td>definitions/identifications</td>
</tr>
</tbody>
</table>

Events
March on Washington
16th Street Church bombing
Race Riots, 1964
Bloody Sunday, 1965
Freedom Summer
Montgomery Bus Boycott
‘Great Migration’
‘Gov. Wallace at the schoolhouse door’
1968 riots

People/Organizations
Martin Luther King, Jr.
Malcolm X
Rosa Parks
John Lewis
Cesar Chavez
Fannie Lou Hamer
Eleanor Holmes Norton
James Meredith
A. Philip Randolph
Emmett Till
Stokely Carmichael
John F. Kennedy
Robert F. Kennedy
Lyndon Johnson
Booker T. Washington
W.E.B. Du Bois

Thurgood Marshall
Little Rock Nine
Nation of Islam
Earl Warren
George C. Wallace
NAACP
SNCC (‘snick’)
Black Panthers
CORE
SCLC
President’s Committee on Civil Rights
EEOC

Court Cases/Laws/Policies
Brown v. Board of Education
Plessy v. Ferguson
Gideon v. Wainwright
Loving v. Virginia
24th Amendment
Civil disobedience
Civil Rights Act of 1964
Civil Rights Act of 1968
Voting Rights Act of 1965
de jure segregation
de facto segregation
Jim Crow laws
Southern Manifesto
White Citizens Council
**CAPP**

**Directions:** CAPP is a helpful tool when analyzing primary source documents such as private letters of correspondence. Silently read the primary source document quotation. Then complete this table with your team.

**Primary Source:**

They say to each of us, black and white alike, that we must substitute courage for caution. They say to us that we must be concerned not merely about who murdered them, but about the system, the way of life, the philosophy which produced the murderers. Their death says to us that we must work passionately and unrelentingly for the realization of the American dream.

- Excerpt of Dr. King’s eulogy of four young girls killed in the bombing of the African American 16th Street Baptist Church in Birmingham, Alabama

<table>
<thead>
<tr>
<th><strong>Context</strong></th>
<th><strong>Primary Source Document:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audience</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Point-of-view</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td></td>
</tr>
</tbody>
</table>
THESIS PARAGRAPH EXERCISE

Directions: For classwork, silently and individually write a thesis paragraph addressing the following questions:

1. Who does Dr. King refer to in his eulogy when he says, ‘they’?
2. What philosophy ‘produced the murderers’?
3. What is the ‘American dream’ to Dr. King?

Be sure to underline your thesis statement (make a claim), cite a relevant outside source, and reference the primary source quotation to support your claim.

This assignment is out of 20 points.
Title of Lesson: CESAR CHAVEZ
Grade Level: GRADE 11
Subject: U.S. HISTORY & GEOGRAPHY II, DCPS

Situating the Lesson:
For this lesson within the Civil Rights unit, the Chicano movement, Cesar Chavez, and the migrant farm workers movement of the 1960's will be explored. The Chicago movement is an often-overlooked movement when schools teach the Civil Rights Movement of the 1960’s. While the time period is most notable for the legal progress of African Americans, the 1960’s were just as notable for the civil rights of Hispanics, particularly migrant farm workers. The lesson following this one will focus on the organizational structures crucial to the success of the African American Civil Rights Movement. This lesson plan is in part adapted from a lesson plan created by the Anti-Defamation League’s education department.

Methods of Inquiry:
Students will complete a KWL Chart to organize their knowledge of Cesar Chavez. Students will read and analyze a telegram sent by Dr. King to Cesar Chavez. In groups, students will collaborate with classmates to draft a response to Dr. King. Recalling past information on Dr. King’s methods of protest and utilizing new information on Chavez’s methods of protest, students will compare and contrast their styles while learning about the Chicano movement and the migrant farm workers movement. In small groups, students will then analyze obituaries and articles on Chavez and compare and contrast their findings.

Instructional Goals:
SWBAT understand the contributions of Cesar Chavez and the migrant farm workers movement to the civil rights of Hispanics.
SWBAT compare the methods used by the farm workers movement with the African American Civil Rights Movement.

Essential Questions:
1. What was the Chicano Movement?
2. Who was Cesar Chavez?
3. What groups of people did the Chicano Movement impact?
4. How was the Chicano Movement similar to and different from the African American Civil Rights Movement?

State/Content Standards:
District of Columbia
Grade 11
U.S. History & Geography II
STANDARD 11.11.
3. Describe the birth and the spread of the Chicano Movement, from New Mexico to Denver to Washington, DC. And analyze its moderate and more militant arms (e.g.,
Brown Berets, United Farm Workers, Mexican American Political Association, and Raza Unida). (G, P)

**Instructional Materials:**
1) DVD Player, TV/computer
2) Mini-Bio of Cesar Chavez video on YouTube: https://www.youtube.com/watch?v=Ns5NMHTk-yY
3) Lecture notes on basic information of Cesar Chavez compiled by the Anti-Defamation League (attached)
4) Reading Activity articles:
   - United Farm Workers’ biography of Cesar Chavez http://www.ufw.org/_page.php?menu=research&inc=history/07.html
   - History Channel’s biography on Cesar Chavez
5) “Reply to Dr. King” handout (attached)

**Set Induction:**
1) To begin the lesson, inform students that the African American Civil Rights Movement lesson will continue the next day. This day’s lesson will focus on another civil rights movement; that of Hispanic migrant farm workers in the 1950’s and 1960’s, and today.  
2) During the course of the lesson, students will complete a KWL Chart as a whole class. Distribute the chart to each student and have them fill it out as you complete it on the board.  
3) Ask students, “Who is Cesar Chavez? What do you know about him?” Under K on the KWL Chart, fill in this section after asking students what they know about Chavez, writing in their responses. To discern where they got the information, ask: *How did you know that? Where did you learn that?*  
4) If most students do not know of Chavez, play the “Mini-Bio: Cesar Chavez” YouTube video.  
5) The next part of the chart is W, representing what students want to know. This column of the chart will be revisited a few times during the course of class because as they learn more, they will want to know more. Following the viewing of “Mini-Bio Cesar Chavez”, ask students: *What more do you want to know about Cesar Chavez? What other questions do you have about him or his life?* Fill in the responses under “Want to Know”.  
6) The final part of the chart is L, in which students, during points in the lesson and end of class, will fill in what they learned.

**Procedures [Lesson Content/Skills/Teaching & Learning Strategies]:**
1) Reading Activity: After lecturing from basic information about the Chicano Movement and Cesar Chavez compiled by the Anti-Defamation League (attached), ask students: *What more do
you want to know about Chavez? What other questions do you have? Add their responses to the W in the KWL Chart.

2) Distribute the five copies of each of the four articles posted above under Materials to each group. Each group has the responsibility to summarize key points from their article on Chavez. While the four articles may share a lot of information, each article does include unique information. Provide students 5-7 minutes to read the article, discuss the contents, and summarize. No write-up is necessary from each group.

3) When a group is presently, instruct students to include anything else they have learned about Cesar Chavez. As each group presents, ask one or two of the following questions:
   - Was there anything in the article that surprised you?
   - What about his life can you guys relate to?
   - How would you describe Chavez’s personality and character? Happy-go-lucky?
   - Very serious? Brooding perhaps?

As the students share information, add their responses to the L section of the KWL Chart.

4) For a completion grade of 20 points, check each student’s KWL Chart.

**Assessment/Closure:**

For closure, remind students about the importance of organization and structure when bringing people together to affect change. Tell students to continue their flashcard writing and to pay special attention to the multiple “alphabet-titled” organizations for the next day’s lesson. In other words, they should expect a short quiz and already have several flashcards completed or in progress.

**Reflection:**

The introduction of the civil rights movement of a culturally and racially different segment of the American population in the 1960s may throw students off. I believe momentarily turning attention away from the African American Civil Rights Movement offers a break to those who may feel emotionally overwhelmed by the subject matter covered in the last class. While unrelated to the flashcard vocabulary and overall content, the Chicano Movement is a perfect parallel to the African American Civil Rights Movement. Both movements adopted similar strategies and organizational structures for effecting change. Highlighting the organizations provides a transition into Lesson Plan 4, which focuses on the organizations of the African American Civil Rights Movement.

**Works Cited**

Background information about César Chávez:

• César Chávez was a Mexican American who grew up on a farm in Yuma, Arizona with his two brothers and two sisters. His family owned a farm and a local grocery store. When he was eleven years old, hard times from the Great Depression caused Chávez's family to lose their farm. They packed up all they owned and moved to California to find work.
• After serving in the Navy, Chávez worked in the fields for the next few years until he got a job at the Community Service Organization (CSO), a Latino rights organization. He worked for the CSO for ten years helping register voters and work for equal rights. Chavez urged Mexican Americans to The Current Events Classroom adl.org/curriculum-resources register and vote, and he traveled throughout California and made speeches in support of workers' rights. He later became CSO's national director in 1958.
• Chávez read a lot and was influenced by a number of other leaders including Mahatma Gandhi of India and Dr. Martin Luther King, Jr. He wanted to help the migrant field workers (people who move from place to place in order to find work) of California and he thought he could do it in a peaceful manner.
• César Chávez worked to improve the lives of other workers and immigrants. He is most famous for his role in leading a strike of California grape pickers in the 1960s. Chávez organized boycotts, strikes and protest marches in order to make lawmakers and employers grant higher wages, better living conditions and more accessible education to migrant workers.
• Chávez and the United Farm Workers of American (UFWA) union opposed California grape growers by holding nonviolent protests. Chavez got the idea for nonviolent actions from Martin Luther King Jr. Chavez also went on hunger strikes, protesting by refusing to eat for long periods of time. In 1968, he fasted for 25 days in support of the UFW commitment to non-violence. He was inspired to fast by Mahatma Gandhi of India.
• In 1965, the National Farm Workers Association supported a group of grape pickers who started a strike in Delano, California. César Chávez led a protest march from Delano to Sacramento, the state capital. He also convinced Americans across the country to boycott grapes in support of the striking workers. This strike did not end until 1970. In those five years, more unions and strikes in defense of migrant workers’ rights began all over the United States.
• The United Farm Workers of America (UFWA) is a labor union created from the merging of two groups, the Agricultural Workers Organizing Committee (AWOC) led by Filipino organizer Larry Itliong, and the National Farm Workers Association (NFWA) led by César Chávez. The NFWA and the AWOC, recognizing their common goals and methods jointly formed the United Farm Workers Organizing Committee in 1966 and is still active today.
REPLY TO DR. KING

Directions: Below is a telegram (think e-mail) sent from Dr. Martin Luther King Jr. to Cesar Chavez. With your team, write a response to Dr. King as thought you were Cesar Chavez. Recall the methods and strategies Dr. King called for in his “I Have a Dream” speech and compare them to the methods and strategies exercised by Cesar Chavez. In your letter, explain 2 strategies and methods you have each used to promote your cause of civil rights. To assist you, refer to the attached timeline that follows the two men’s movements.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1955</td>
<td>Rose Parks refuses to give up her seat to a white man on a city bus in Montgomery, Ala. Her subsequent arrest launched a 381-day bus boycott—and the civil rights movement.</td>
</tr>
<tr>
<td>1959</td>
<td>Dr. and Mrs. King spend a month in India studying Gandhi’s protest techniques of nonviolence.</td>
</tr>
<tr>
<td>1960</td>
<td>Four black students from North Carolina A&amp;T State University organize a sit-in at a segregated drug store lunch counter, launching a desegregation effort that spread across the South.</td>
</tr>
<tr>
<td>1965</td>
<td>The National Farm Worker Association joins the Filipino union in the Delano strike. Growers and their allies in law enforcement harass strikers, many of whom are arrested and jailed. Strikebreakers continue the harvest.</td>
</tr>
<tr>
<td>1966</td>
<td>Acknowledging that the strike alone would not compel growers to act, Chávez leads a 280-mile protest march from Delano to Sacramento, Calif., to raise awareness of the farmworkers’ struggle. As a result, one grower agrees to sign an agreement with the union.</td>
</tr>
<tr>
<td>1967</td>
<td>The national boycott of California table grapes begins. In the coming years, sales of California grapes decline drastically as shoppers across the United States and Canada stop buying them.</td>
</tr>
<tr>
<td>1961</td>
<td>Over a thousand student &quot;Freedom Riders,&quot; black and white, take bus trips through the South to test segregation laws. Following mob attacks on riders, King renews calls for nonviolence.</td>
</tr>
<tr>
<td>1963</td>
<td>In Birmingham, Ala., nonviolent protesters—most of them children—are attacked by police dogs and knocked down by fire hoses. Many are jailed. The brutality shocks the nation and the world.</td>
</tr>
<tr>
<td>1964</td>
<td>President Johnson signs the Civil Rights Act of 1964, the most sweeping civil rights legislation since the Civil War.</td>
</tr>
<tr>
<td>1965</td>
<td>Law enforcement officers beat hundreds of protesters as they attempt to march from Selma, Ala., to Montgomery to demand voting rights. The march is completed weeks later when 25,000 arrive at the Alabama State Capitol. The march leads to the passage of the Voting Rights Act.</td>
</tr>
<tr>
<td>1968</td>
<td>After property violence erupts, Chávez begins a 25-day hunger strike to rededicate his movement to nonviolence. Senator Robert F. Kennedy, along with thousands of farmworkers and supporters, joins Chávez in breaking the fast by taking a public mass.</td>
</tr>
<tr>
<td>1969</td>
<td>After workers developed symptoms of pesticide poisoning, Chávez and union leaders picket the U.S. Food and Drug Administration to protest pesticide hazards.</td>
</tr>
<tr>
<td>1970</td>
<td>The grape strike and boycott ends with a three-year contract signed between the Delano growers and the United Farm Workers.</td>
</tr>
<tr>
<td>1975</td>
<td>California passes the Agricultural Labor Relations Act (ALRA), the first law in the nation recognizing the right of farmworkers to unionize.</td>
</tr>
</tbody>
</table>
Title of Lesson: QUIZ/ORGANIZATIONS
Grade Level: GRADE 11
Subject: U.S. HISTORY & GEOGRAPHY II, DCPS

Situating the Lesson:
For this lesson within the Civil Rights unit, focus is on the organizational structures crucial to the success of the African American Civil Rights Movement. The lesson plan, adapted from one created by The Ohio State University’s History Teaching Institute and one created by a curriculum writer associated with Loyola Marymount University, introduces students to the Student Non-Violent Coordinating Committee (SNCC), one of the “big 5” civil rights organizations in the 1960s. SNCC is credited with having led the student and youth portion of the Civil Rights Movement.

Methods of Inquiry:
Students will take a quiz assessing them on identification. To learn about SNCC, students will listen and watch a short YouTube video featuring a song called The Welcome Table and featuring numerous photographs of SNCC’s involvement in Freedom Summer, sit-ins, and other instances of civil disobedience. The focus of this lesson plan will be the young people of the movement.

Instructional Goals:
SWBAT to understand the motivations of African-American students in organizing sit-ins and creating SNCC
SWBAT understand how the generational differences between members of SNCC and other civil rights groups led to a difference in strategies in the organizations.
SWBAT understand the SNCC’s transition to Black Power

Essential Questions:
1. What were the ideological differences between younger and older participants in the movement?
2) How different were the tactics each group used?
3) What themes emerge from the music of the Civil Rights Movement?

State/Content Standards:
District of Columbia
Grade 11
U.S. History & Geography II
STANDARD 11.11.
4. Explain the role of institutions (e.g., the National Association for the Advancement of Colored People, or NAACP; the Warren Court; the Nation of Islam; the Congress of Racial Equality; the Southern Christian Leadership Conference; League of United Latin American Citizens, or LULAC; the National
Council of La Raza, or NCLR; the Mexican American Legal Defense and Education Fund, or MALDEF; the National Puerto Rican Coalition; and the Student Non-violent Coordinating Committee. (P)

**Instructional Materials:**
1) Civil Rights Organizations Quiz
2) Link providing short biographies on leaders of SNCC http://www.ibiblio.org/sncc/people.html
3) Link to a video clip of The Butler on YouTube: https://www.youtube.com/watch?v=5aAhGGY6Dec
4) Greensboro Four Letter (attached)
5) “Your Follow-Up Letter” (attached)

**Set Induction:**
1) Instruct students to promptly sit at their seats and clear their desks for a 10-minute quiz. The quiz assesses student understanding of key organizations and individuals of the Civil Rights Movement. The following is the answer key: 1M, 2K, 3B, 4L, 5H, 6D, 7C, 8E, 9I, 10G

**Procedures [Lesson Content/Skills/Teaching & Learning Strategies]:**
1) Introduce students to the sit-in held at the Greensboro lunch counter in 1960, the catalyzing event for the formation of SNCC. To ensure students understand how the generational differences led to ideological differences, introduce them to the key members of SNCC and to the issues the organization came to emphasize. Under 'Instructional Materials' is a link providing short biographies on SNCC’s leaders. Stress to students the ages of many crucial members of SNCC, particularly the 20 year old John Lewis, now a member of Congress.
2) Screen the entire YouTube video clip of The Butler. Before playing, explain to students the video’s accurate portrayal of sit-ins and the violence that often ensued.
3) Pass out a copy of the Greensboro Four’s (the organizers of sit-ins) Letter to each student (attached below). Explain that the Greensboro Four wrote this letter and distributed it to people whom they thought might become involved in the protest.
4) Ask students to read this letter, paying particular attention to the instructions given to fellow protesters and the plea for nonviolent behavior. Give them three to four minutes to read.
5) Give students the ‘Your Follow-Up Letter’ handout. Ask them to read the background and then follow the instructions on the page. Instruct students to work with their group to discuss responses to the concerned participants.

**Assessment/Closure:**
Individual completion of the ‘Follow-Up Letter’ is required. Students will hand in their letter when class meets again.
Reflection:
Lesson Plan 4 begins the lesson with assessing students’ lower-level-thinking skills, namely simple remembering and understanding. The quiz tests the students’ knowledge of fundamental terms, people, and organizations active in the Civil Rights Movement. Lesson Plan 4 evolves from assessing lower-level-thinking skills to assessing higher-level-thinking skills by having students read and interact with primary source documents. Lessons that encourage the student to analyze, evaluate, and in the case of this lesson plan, create a learning environment that goes beyond the rote learning of PowerPoints and lecture. Small group work, in part, encourages that learning environment, as well.

Works Cited

Civil Rights Quiz – 12/10

Name:

**Matching (20 possible points)**

Match the following terms from the Civil Rights Unit. Please note there are more terms than definitions.

A. National Association for the Advancement of Colored People (NAACP)
B. Student Non-Violent Coordinating Committee (SNCC)
C. George Wallace
D. Congress for Racial Equality (CORE)
E. Freedom Riders
F. Montgomery Bus Boycotts
G. Eleanor Holmes Norton
H. James Meredith
I. Black Panthers
J. American Federation of Labor and Congress of Industrial Organizations
K. Rosa Parks
L. Malcolm X
M. Earl Warren

1. ___ Chief Justice of the US Supreme Court instrumental in outlawing segregation in public schools
2. ___ Refused to give up her seat to a white passenger. After she was jailed, the Montgomery bus boycott was organized.
3. ___ Played a major role in the sit-ins and freedom rides across the Deep South in the early 1960s, played a leading role in organizing the March on Washington
4. ___ Civil rights activist and member of the Nation of Islam. Called for militant response to segregation and racism
5. ___ The first African American student admitted to the segregated University of Mississippi following the intervention of the federal government
6. ___ Three of this organization’s activists were murdered by the Ku Klux Klan on June 21, 1964. Their deaths led to nationwide publicity for the Civil Rights Movement.
7. ___ Segregationist Governor of Alabama who stood in the schoolhouse door of the University of Alabama to prevent an African American’s entry
8. ___ Civil Rights activists who protested and rode segregated interstate buses into the segregated Deep South
9. ___ Militant African American organization dominant in the late 1960s
10. ___ Representative for the District of Columbia, active in the Civil Rights Movement
Greensboro Four Letter

Dear fellow students,

For every effective organization there is a level of leadership. As far as we're concerned, this was the purpose of the Students Executive Committee for Justice. This committee is composed of the original formulators of this passive resistance movement now taking place and several other students who are quite reliable in conducting adequate guidance. And, since this committee has already drawn "plans of action" to accomplish this objective and possess a more detailed knowledge of what is taking place "behind the scene", we feel that the responsibility of leadership should fall upon this group of persons.

So sincerely hope that you will fully agree and cooperate with us in this respect.

A movement has been made on Kress to obtain similar results expected from Woolworth. We are requesting that the students will fully support these movements. However, we also request that no student shall go over the head of the committee and start up another such movement in that we must concentrate our efforts toward breaking down these places and we're certain that with success, the others will eventually fall in line.

As much as we desire the full cooperation of all students, we must insist that we show no violence under any circumstances. The insults received cannot harm us in any way and any assault on any student will be dealt with immediately by the police department who have promised that there will be protection for all persons with no partiality. We are asking that you will take no weapons with you such as knives, etc., but a Bible in its place.

The agitators who are heckling our group now are organized primarily for the purpose of "picking a fight." But if this happens, all of our previous work and desires are lost. Therefore, we beg that you shall completely ignore these persons and neglect the freak accidents. Keep a "cool" head and we're always sure of being in the right.

You are aware of the support received yesterday from the Women's College students and this is self-evidence that the Negroes are not alone. Let us be certain that we do not let these people down as well as ourselves by losing ground in any way.

INSTRUCTIONS

(1) Students will wear dress attire or other pertinent clothing. (Young ladies are urged to look their best and gentlemen wear ties.)

(2) All students going down will report to the Library dispatcher so as to make certain that we do not become so crowded until we hinder the stores' businesses.

(3) If the persons who arrive later or after the first shift has come, they will seek to relieve those who desire to be; if not, they will quietly check with the spokesman and then leave quietly.

(4) At no time will we fight back with words or physically, but will do so by our sitting.

We must remember that we are now well known in the eyes of the world and we must do nothing to hurt the chances of the movement, nor rob the people who sympathize with us of the loyal support they are giving us.

As in may we strongly advocate, NO VIOLENCE NOR DRINKING WHILE WE ARE DOWN TOWN OR IN THE EYES OF THE PUBLIC. We know that we will receive your loyal support in our drive for justice and we hope that you will weigh this letter carefully and cooperate fully.

STUDENTS EXECUTIVE COMMITTEE
Your Follow-Up Letter

Imagine that you are a civil rights activist in 1961, a year after the Greensboro protests were staged. You and some of your friends have decided to organize a new nonviolent protest against race-related injustices in the South. You hold a meeting of potential participants, some of whom are “on board” with the idea of nonviolence but some of whom feel that more violent actions may be necessary. You have passed out the Greensboro Four Letter to all members of the meeting as an example of how a protest can be successfully conducted, and some of the skeptics in the group have posed the following questions:

- Why should we avoid violence? After all, many white people commit or promote violent acts toward us.
- Why do we need to dress up?
- Why should we carry a Bible to the protest?
- How can I keep a “cool head” when I’m being taunted?
- Has this ever worked in the past? If so, how?

Write an additional letter to the skeptics at the meeting. Your letter should address the above questions from the point of view of a civil rights activist who has observed and admired the success of the Greensboro sit-ins. Your letter should refer to the Greensboro Four, Gandhi, and Dr. Martin Luther King, Jr.
Title of Lesson: CIVIL RIGHTS LEADERS DEBATE
Grade Level: GRADE 11
Subject: U.S. HISTORY & GEOGRAPHY II, DCPS

Situating the Lesson:
The last lesson focused on crucial role played by organizational structures in advancing the goals of the African American Civil Rights Movement. This lesson plan is called “Civil Rights Leaders” debate. The lesson is almost entirely student-run. Rather than examining the contributions of the young people of the Civil Rights Movement, this lesson features the views and opinions of the movement’s big wigs, so to speak.

Methods of Inquiry:
The students will work in groups of 4. Three students will be assigned a notable Civil Rights leader or actor. The three students will have time to prepare a response to a prompt (students may use notes) and additional time to argue their position. The fourth person will moderate the debate and take notes on the arguments being made.

Instructional Goals:
SWBAT articulate the positions and beliefs of major participants in the Civil Rights Movement
SWBAT organize vocabulary words and definitions, class notes, and flashcards to persuade classmates of their arguments
SWBAT demonstrate understanding of a Civil Rights leader’s positions and actions in the Civil Rights Movement

Essential Questions:
1. What were Martin Luther King, Jr.’s beliefs about protesting?
2. How did Lyndon Johnson view the Civil Rights Movement?
3. How did Malcolm X view King’s approach to protesting for more civil rights?

State/Content Standards:
District of Columbia
Grade 11
U.S. History & Geography II
STANDARD 11.11.
5. Describe the legacies and ideologies of key people (e.g., A. Philip Randolph, Dolores Huerta, Raúl Yzaguirre, Robert Kennedy, Martin Luther King Jr., Ella Jo Baker, Thurgood Marshall, Rosa Parks, and Malcolm X). (P)

Instructional Materials:
1) “Civil Rights Leaders Debate” handout (attached)

Procedures
1) Instruct students to sit with their assigned teammates for a class activity. In the event of student absences, switch students from group to group to ensure each team has four members.
Should a team or two still only have three students, participate in the activity with the three-student group.

2) Distribute the necessary number of copies of the ‘Civil Rights Leaders Debate’ handout to students.

3) Cold-call on two students to read the instructions on the handout. The first student reads the first sentence, the quotation, and the first paragraph. The second student reads the second paragraph. When each student finishes their passage, restate and reword the instructions.

4) While the students assigned King, Johnson, and X address the prompt and prepare their arguments to the students assigned Justice Marshall (12 minutes), the instructor should speak with the students you assign to be Justice Marshall. Students assigned to be Thurgood Marshall may be those not entirely comfortable with speaking aloud, participating, or in fact those who the teacher may believe is not adequately prepared to knowledgeably argue the positions of the figures. (however, of course, don’t inform them of that)

5) Explain to the Marshalls, again the fourth student of each group – that they will moderate their group’s debate and take notes on the arguments being made. Inform them that their duty as Justice Marshalls is to listen, take notes reflective of their group members’ statements, and speak briefly at the end of class when stating who the “winner” was in his or her group of Civil Rights leaders.

6) While students persuade the Justice Marshalls of the group (6 minutes for each ‘Civil Rights leader’, total of 18 minutes) and later debate one another (5 minutes each, total of 15 minutes), walk around the classroom from group to group. Remind students to reference key people, events, and policies to support their claims.

7) Instruct the Justice Marshalls to gather together and form a circle of tables. The Justice Marshalls will share their verdicts on which Civil Rights leader was most persuasive. Take about 10 minutes.

Assessment/Closure:

1) After the Thurgood Marshalls share their group’s verdict, write the following questions on the whiteboard:
   - For President Johnson: How do you reconcile your votes against civil rights legislation as a member of Congress with the pro-civil rights positions you’re taking as President?
   - For Dr. King: How can you justify the “ordering” of children and young men and women into the vitriolic and violent Deep South all while expressing your commitment to non-violence?
   - For Malcolm X: How do you expect to receive what Dr. King calls the “necessary cooperation” of white Americans when you propose violence against white people?

2) As an exit ticket, students should answer the question of their assigned Civil Rights leader. Thurgood Marshalls may pick any Civil Rights leader’s question.

3) On the board, write below the three questions the following:
   Like a thesis paragraph, your exit ticket should include the following:
   - An underlined thesis statement
   - Support evidence
Reflection:
This activity is a variation on a lesson plan designed by my cooperating teacher at St. John’s. While a part of his unit on the Constitution and the philosophies of the Founding Fathers, this activity can be used for any period in U.S. history. While a great activity to assess students’ knowledge and competence on the beliefs of key figures, the activity may be too challenging for the grade level. Even a course such as AP US History doesn’t delve too deeply into the specific ideologies of key figures. General views are defined but not specified. The activity’s value lies in the student interaction and the honing of debate skills. An emphasis on the latter skill would particularly strengthen this activity and lesson plan.
Civil Rights Leaders Debate

In Class Debate
You will be in your groups of four (or three) to debate the following prompt:

To what extent were you successful in implementing your philosophy on civil rights? Were you more or less successful than the two other people sitting near you?

Three of you will be assigned a civil rights leader: Dr. Martin Luther King, Jr., President Lyndon Johnson, and Malcolm X. The three of you will have 12 minutes to prepare a response to the prompt (you may use notes and flashcards) and 6 minutes to argue your position (18-20 minutes total). The fourth person - U.S. Circuit Court Judge, past general counsel for the NAACP, and future Associate Justice of the U.S. Supreme Court Thurgood Marshall – will moderate the debate and take notes on the arguments being made. While King, Kennedy, and X prepare their arguments, Thurgood Marshalls meet with the instructor outside.

Each civil rights leader will then ask 2 to 3 questions of other leaders (15 minutes total). When the debate and questions are over, the Thurgood Marshalls will meet in the middle of the room and – based on the evidence presented in the small group debates – make their ruling on which civil rights leaders most persuasively argued their position (10 minutes). The winners (i.e. the Kings, the Kennedys, or Xs) will receive some sort of bonus.

Use as many of the following terms as you can in the debate (these are some of your flashcard terms):

- March on Washington
- 16th Street Church bombing
- Bloody Sunday, 1965
- Freedom Summer
- Montgomery Bus Boycott
- ‘Gov. Wallace at the schoolhouse door’
- 1968 riots
- James Meredith
- Emmett Till
- John F. Kennedy
- Robert F. Kennedy
- Little Rock Nine
- Voting Rights Act of 1965
- de jure/de facto segregation
- Earl Warren
- NAACP
- SNCC
- Black Panthers
- CORE
- SCLC
- President’s Committee on Civil Rights
- EEOC
- Brown v. Board of Education
- Plessy v. Ferguson
- Loving v. Virginia
- Civil Rights Act of 1964
- Jim Crow laws
- Southern Manifesto

For homework: Each person will write a one-paragraph reflection (in your notebooks) on the arguments made for and against each leader of the Civil Rights Movement.
Title of Lesson: CIVIL RIGHTS CITIES
Grade Level: GRADE 11
Subject: U.S. HISTORY & GEOGRAPHY II, DCPS

Situating the Lesson:
So far in the unit on the Civil Rights Movement, students are able to describe and explain the diffusion of the Civil Rights movement of African Americans from the churches of the rural South to the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how their advances influenced the agendas, strategies, and effectiveness of the quests of Hispanic Americans for civil rights and equal opportunities. The lesson prior to this one, titled “Civil Rights Leaders”, had students take on the roles of three Civil Rights leaders and debate with classmates about their philosophies on advancing civil rights. Building on student knowledge of the contributions of institutional structures, young people, and the leaders in advancing civil rights, this lesson plan has students examine the American cities most active in the Civil Rights Movement. The lessons following this one will focus on the legal aspect of the Civil Rights Movement. Students will learn about and analyze state policies toward African Americans, federal legislation, and court cases. Adapted from a lesson plan by Sergei Riddell, this lesson examines cities of the Civil Rights Movement rather than cities of the Middle East.

Methods of Inquiry:
Students will collaborate with classmates in groups of four or five to research, identify, and analyze five cities’ unique individuals, characteristics, and contributions to the African American Civil Rights Movement.

Instructional Goals:
SWBAT identify a minimum of five key individuals and three major events of the African American Civil Rights Movement associated with a particular city
SWBAT analyze a particular city’s significance and contribution to the African American Civil Rights Movement

Essential Questions:
1. Who were the key individuals and what were the major events of a particular city during the Civil Rights Movement?

State/Content Standards:
District of Columbia
Grade 11
U.S. History & Geography II
STANDARD 11.11.
6. Describe the diffusion of the Civil Rights movement of African Americans from the churches of the rural South to the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how their advances influenced the
agendas, strategies, and effectiveness of the quests of Native Americans, Asian Americans, and Hispanic Americans for civil rights and equal opportunities. (G, P)

**Instructional Materials:**
1) Video link to “WETA’s Washington in the 60s” program
   https://vimeo.com/22836002
2) “Civil Rights Cities Activity” handout

**Set Induction:**
1) To begin, collect students’ one-paragraph reflections on the arguments made for and against each leader of the Civil Rights Movement. Inform students that the reflections will be graded as a 20-point homework assignment. While collecting, inform students that President Johnson, Dr. Martin Luther King, Jr. and Malcolm X were national leaders of the Civil Rights Movement. Ask students to identify any Civil Rights leaders local to Washington, D.C. or in other cities. Whether or not students identify leaders, inform students that the Civil Rights Movement, while a national movement, was very much a localized movement led by individuals local to cities and towns.
2) Instruct students to clear their desks and prepare to watch segments of a documentary called “Washington in the 60s” (link available above).
3) Instruct students to pay special attention to the individuals and events highlighted by the documentary. While doing so is a given when viewing a documentary, reminding students may ensure they focus on the film.
4) Since the documentary is nearly an hour long, have students watch these segments, totally just over 30 minutes.
   - 9:15 to 25:10
   - 41:10 to 52:20
The two video segments focus on DC’s desegregation efforts and the DC riots, respectively.
5) When the video finishes, reiterate how the Civil Rights Movement was unique to each city. Sit-ins, protests and sometimes subjugation were a part of every major city in the United States during this time period.
6) Inform students that, in their groups for the remainder of class, they will research, discuss, and analyze their own particular city’s major individuals, major events, and significant contributions to the Civil Rights Movement.

**Procedures:**
1) Divide the class into five groups or teams, identified as Group A, Group B, etc. For a class size of 25 to 30 students, each group will have 5 to 6 students. When students sit with their groups, distribute the ‘Civil Rights Cities Activity’ handout, one handout to each group. Please note that each page has 2 cities. Inform students that each group has their own city.
2) Instruct two students to read the instructions. The first student reads the directions while the second student reads the criteria to be included in the write-up. After each student reads, restate and reword the instructions for the students.
2) Inform students they will work in class for 20 minutes with their group to write up a one-page brief on their Civil Rights city of the 1960s. Using their class notes and flashcards, students are to include in the one-page brief the following:
   1. At least 4 key individuals involved in the Civil Rights Movement
   2. At least 3 major events of the Civil Rights Movement
   3. Particular policies enacted in the city
   4. Any connections with other cities
   5. The political control of the city and its effect on the Civil Rights Movement
   6. Additional information they find to be germane to the city
   7. Overall significance to the Civil Rights Movement

3) Each group’s 1-page brief will be written on a page of loose-leaf by a student designated by the teacher. While one student’s notes will act as the group’s official brief, instruct all students to write notes on their city. Each student’s notes will be collected for a grade at the end of class. Each group’s official brief will be handed to the teacher when the activity ends.

4) Inform students when 5 minutes remains, and when 1 minute remains.

**Assessment/Closure:**
1) When 10 minutes remains in class, instruct each group to share their findings on their Civil Rights city. Instruct students to write notes on their classmates’ Civil Rights city below their notes on their own Civil Rights city. The students’ notes you collect will act as the teacher’s tool for assessing student competence on the issue.

**Reflection:**
In this lesson, students must collaborate with one another to research, analyze, and write a one-page brief containing a considerable amount of information. When put into practice for a variation of this activity, students’ anxiousness was high due to the activity being graded and being crunched for time as a result of the previous activity’s lengthiness and their own procrastination. Were I to remove a part of the lesson plan, I would remove the lengthy WETA documentary video. While interesting, its relevance is not strengthened with a longer video.

Additionally, the lesson plan could use more differentiated instruction. Assigning members of each group a specific role, or allowing for self-assigning, may shorten the activity’s length and also provide each student to participate in the activity.
Civil Rights Cities Activity

BIRMINGHAM, AL

**Directions:** On a page of loose-leaf, write up a one-page brief on this city's involvement and significance in the African American Civil Rights Movement. Using your flash cards and class notes, include in the one-page brief the following:

1. At least 4 key individuals involved in the Civil Rights Movement
2. At least 3 major events of the Civil Rights Movement
3. Particular policies enacted in the city
4. Any connections with other cities
5. The political control of the city and its effect on the Civil Rights Movement
6. Additional information they find to be germane to the city
7. Overall significance to the Civil Rights Movement

Your group’s one-page brief will be collected at the end of class.

Civil Rights Cities Activity

LITTLE ROCK, AR

**Directions:** On a page of loose-leaf, write up a one-page brief on this city’s involvement and significance in the African American Civil Rights Movement. Using your flash cards and class notes, include in the one-page brief the following:

1. At least 4 key individuals involved in the Civil Rights Movement
2. At least 3 major events of the Civil Rights Movement
3. Particular policies enacted in the city
4. Any connections with other cities
5. The political control of the city and its effect on the Civil Rights Movement
6. Additional information they find to be germane to the city
7. Overall significance to the Civil Rights Movement

Your group’s one-page brief will be collected at the end of class.
Civil Rights Cities Activity

MEMPHIS, TN

**Directions:** On a page of loose-leaf, write up a one-page brief on this city's involvement and significance in the African American Civil Rights Movement. Using your flash cards and class notes, include in the one-page brief the following:

1. At least 4 key individuals involved in the Civil Rights Movement
2. At least 3 major events of the Civil Rights Movement
3. Particular policies enacted in the city
4. Any connections with other cities
5. The political control of the city and its effect on the Civil Rights Movement
6. Additional information they find to be germane to the city
7. Overall significance to the Civil Rights Movement

Your group's one-page brief will be collected at the end of class.

Civil Rights Cities Activity

SELMA, AL

**Directions:** On a page of loose-leaf, write up a one-page brief on this city’s involvement and significance in the African American Civil Rights Movement. Using your flash cards and class notes, include in the one-page brief the following:

1. At least 4 key individuals involved in the Civil Rights Movement
2. At least 3 major events of the Civil Rights Movement
3. Particular policies enacted in the city
4. Any connections with other cities
5. The political control of the city and its effect on the Civil Rights Movement
6. Additional information they find to be germane to the city
7. Overall significance to the Civil Rights Movement

Your group's one-page brief will be collected at the end of class.
Civil Rights Cities Activity

MONTGOMERY, AL

**Directions:** On a page of loose-leaf, write up a one-page brief on this city's involvement and significance in the African American Civil Rights Movement. Using your flash cards and class notes, include in the one-page brief the following:

1. At least 4 key individuals involved in the Civil Rights Movement
2. At least 3 major events of the Civil Rights Movement
3. Particular policies enacted in the city
4. Any connections with other cities
5. The political control of the city and its effect on the Civil Rights Movement
6. Additional information they find to be germane to the city
7. Overall significance to the Civil Rights Movement

Your group’s one-page brief will be collected at the end of class.

Civil Rights Cities Activity

GREENSBORO, NC

**Directions:** On a page of loose-leaf, write up a one-page brief on this city’s involvement and significance in the African American Civil Rights Movement. Using your flash cards and class notes, include in the one-page brief the following:

1. At least 4 key individuals involved in the Civil Rights Movement
2. At least 3 major events of the Civil Rights Movement
3. Particular policies enacted in the city
4. Any connections with other cities
5. The political control of the city and its effect on the Civil Rights Movement
6. Additional information they find to be germane to the city
7. Overall significance to the Civil Rights Movement

Your group’s one-page brief will be collected at the end of class.
Title of Lesson: CIVIL RIGHTS LAW PART 1
Grade Level: GRADE 11
Subject: U.S. HISTORY & GEOGRAPHY II, DCPS

Situating the Lesson:
So far in the unit on the Civil Rights Movement, students are able to describe and explain the diffusion of the Civil Rights movement of African Americans from the churches of the rural South to the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how their advances influenced the agendas, strategies, and effectiveness of the quests of Hispanic Americans for civil rights and equal opportunities. The lesson prior to this one, titled “Civil Rights Cities”, built on student knowledge of the contributions of institutional structures, young people, and the leaders in advancing civil rights by examining the American cities most active in the Civil Rights Movement. This and the following lesson focus on the legal aspects of the Civil Rights Movement. Students will learn about and analyze state policies toward African Americans, federal legislation, and court cases. A “PBS News Hour” lesson plan and a lesson plan by Sammi Sinsheimer at American University were the basis for this lesson plan.

Methods of Inquiry:
Students will individually work on literacy tests created by Southern states to disenfranchise the voting rights of African Americans from the end of Reconstruction until the passage of the Voting Rights Act of 1965. Students will collaborate with classmates to analyze and evaluate the significance of key passages in the Voting Rights Act of 1965. Students will be assessed on their knowledge of the Voting Rights Act’s main goal with a two-question exit ticket.

Instructional Goals:
SWBAT identify six key passages of the Voting Rights Act of 1965
SWBAT give at least two examples of how the Voting Rights Act impacted the voting rights of African Americans
SWBAT identify one main goal and one secondary goal of the Voting Rights Act of 1965

Essential Questions:
1) What type of opposition did African American face in the Deep South when registering to vote?
2) Identify the key provisions of the 1965 Voting Rights Act
3) What was the main goal of the Voting Rights Act of 1965?
4) What were two practices that the Voting Rights Act of 1965 specifically outlawed?

State/Content Standards:
District of Columbia
Grade 11
U.S. History & Geography II  

**STANDARD 11.11.**  
8. Explain the 1964 Civil Rights Act, the 1965 Voting Rights Act and the Fair Housing Act of 1968, the 24th Amendment, with an emphasis on equality of access to education and to the political process. (P, S)

**Instructional Materials:**  
1) 2-page “Louisiana Literacy Test” (attached) (Louisiana Literacy Test)  
2) 6-page “Transcript of Voting Rights Act (1965)” (attached) (HR 352)  
3) 1-page “Exit Ticket” (attached)

**Set Induction:**  
1) Instruct students to clear their desks for a pop quiz. Distribute the “quiz” (i.e. the attached “Louisiana Literacy Test”) to students and inform them they have 12 minutes to complete the questions.  
2) When students ask whether the quiz counts, say, “of course. Why would I give you a quiz that doesn’t count for a grade?”  
3) When 12 minutes has passed, instruct students to trade quizzes and grade each other’s.  
4) Review and read the answers aloud. A few students may say, “This has nothing to do with what we’ve studied,” or “That’s not fair”  
5) After students have marked the number of questions wrong for their neighbors and returned the “quizzes”, tell the class: “You just took a 1965 Louisiana Literacy Test to determine whether you were qualified to vote. Would you have passed it?”  
6) Ask students the following questions to share thoughts and discuss the ‘Louisiana Literacy Test’.

   1. Some of you were pretty upset when you thought it might harm your grade. How might you feel if it robbed you of your right to vote?  
   2. What do you think would happen if an African American passed this literacy test? Would he or she be allowed to register to vote?  
   3. Literacy tests such as this one were very common at city hall voter registration offices in the Deep South’s majority-African American communities. How could a person of color get around the entrenched opposition to his right to vote?  

7) End the set induction by using the following information to briefly lecture on the right to vote in the South.

   1. “Following the Reconstruction era, southern states and groups like the Ku Klux Klan enforced segregation and intimidated black citizens, keeping them through various ploys from registering to vote, or if registered, from casting votes that counted in elections.

   2. Registration obstructions were comprised not just of literacy tests, although these were the most common. Registration offices kept odd hours, and required different documentation for black registrants than for white ones, who could cite a “grandfather
clause” providing for automatic registration if an ancestor had been enrolled. Poll taxes punished poorer citizens who couldn’t afford them.

3. “White primaries” permitted only white citizens to cast ballots, and in states where the Democratic Party was the only one whose nominees ever won, the primary was in fact the election. Precincts were gerrymandered so that white voters would always outnumber African American ones; even if they did get to cast ballots, sometimes African American voters received “tissue paper ballots,” made of thinner paper and discarded before the votes were counted.”

8) Tell student that the day’s lesson will focus on federal legislation that ended many of the voting rights violations prevalent throughout the Deep South.

Procedures:
1) Distribute the necessary number of copies of the “Transcript of the Voting Rights Act, 1965” to students. Each student receives a copy.
2) Instruct students to work with three or four classmates nearest to them. Do not move around the classroom to sit with a friend.
3) Write the following instructions on the whiteboard:
   • Read your passage as a group
   • Discuss your passage’s key points as a group
   • Be ready to share!
4) Six sections/passages of the Voting Rights Act of 1965 are in bold. Assign a number to each group of three or four students (e.g. Group 1, Group 2, Group 3). Group 1 examines the first highlighted passage, group 2 examines the second highlighted passage, etc.
5) Inform students they have 2 minutes to read their passage.
6) Inform students that 2 minutes has passed and they should begin discussing their passage’s key points as a group. Give students 5 to 6 minutes for this part.
7) Going around the room, groups will share what they believe to be their passage’s key points. Instruct students to cite specific quotes to support their claim.
8) Close the activity by stressing the Act’s importance in bringing the right to vote to African Americans. State that the Voting Rights Act is often held up as the most effective civil rights law ever enacted. Explain that the Act is widely regarded as enabling the enfranchisement of millions of minority voters and diversifying electorate and legislative bodies at all levels of American government.

Assessment/Closure:
1) Distribute the “Exit Ticket” handouts to students.
2) Instruct students to answer the two questions using complete sentences. When students hand in their “Exit Ticket” to you, they may begin packing their bag for dismissal.
3) Tell students that the lesson for the next class meeting will focus on the legislative process of the Civil Rights Act and the Voting Rights Act.
Reflection:
This lesson nicely opens with an activity that directly connects to the students’ primary academic concerns: quizzes and tests. Having students experience the stress of being tested on content unrelated to their studies enabled them to experience a fraction of the frustration of African Americans in the South prior to the enforcement of the Voting Rights Act of 1965. The set induction is intended to hook their interest in analyzing the legal document that partly resolved disenfranchisement of African Americans.

Since each student has a preferred learning style, and successful differentiation includes delivering the material to each style, Lesson Plan 7 utilizes a kind of kinesthetic learning style during the set induction. While not a physical activity, students engage themselves into the psychological state of an African American taking the Louisiana Literacy Test in the 1950s and 1960s.

Works Cited


1. Draw a line around the number or letter of this sentence.
2. Draw a line under the last word in this line.
3. Cross out the longest word in this line.
4. Draw a line around the shortest word in this line.
5. Circle the first, first letter of the alphabet in this line.
6. In the space below draw three circles, one inside (engulfed by) the other.
7. Above the letter X make a small cross.
8. Draw a line through the letter below that comes earliest in the alphabet.

   Z V S B D M K I T P H C

9. Draw a line through the two letters below that come last in the alphabet.

   Z V B D M K T P H S Y C

10. In the first circle below write the last letter of the first word beginning with “L”.

     1  2  3  4  5

11. Cross out the number necessary, when making the number below one million.

     10000000000

12. Draw a line from circle 2 to circle 5 that will pass below circle 2 and above circle 4.

     1  2  3  4  5

13. In the line below cross out each number that is more than 20 but less than 30.

     31  16  48  29  53  47  22  37  98  26  20  25
14. Draw a line under the first letter after “h” and draw a line through the second letter after “j”.

   a b c d e f g h i j k l m n o p q

15. In the space below, write the word “noise” backwards and place a dot over what would be its second letter should it have been written forward.

16. Draw a triangle with a blackened circle that overlaps only its left corner.

17. Look at the line of numbers below, and place on the blank, the number that should come next.

   2 4 8 16 ___

18. Look at the line of numbers below, and place on the blank, the number that should come next.

   3 6 9 ___ 15

19. Draw in the space below, a square with a triangle in it, and within that same triangle draw a circle with a black dot in it.

20. Spell backwards, forwards.
Transcript of Voting Rights Act (1965)

AN ACT To enforce the fifteenth amendment to the Constitution of the United States, and for other purposes. Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act shall be known as the "Voting Rights Act of 1965."

SEC. 2. No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color.

SEC. 3. (a) Whenever the Attorney General institutes a proceeding under any statute to enforce the guarantees of the fifteenth amendment in any State or political subdivision the court shall authorize the appointment of Federal examiners by the United States Civil Service Commission in accordance with section 6 to serve for such period of time and for such political subdivisions as the court shall determine is appropriate to enforce the guarantees of the fifteenth amendment (1) as part of any interlocutory order if the court determines that the appointment of such examiners is necessary to enforce such guarantees or (2) as part of any final judgment if the court finds that violations of the fifteenth amendment justifying equitable relief have occurred in such State or subdivision: Provided, That the court need not authorize the appointment of examiners if any incidents of denial or abridgement of the right to vote on account of race or color (1) have been few in number and have been promptly and effectively corrected by State or local action, (2) the continuing effect of such incidents has been eliminated, and (3) there is no reasonable probability of their recurrence in the future.

(b) If in a proceeding instituted by the Attorney General under any statute to enforce the guarantees of the fifteenth amendment in any State or political subdivision the court finds that a test or device has been used for the purpose or with the effect of denying or abridging the right of any citizen of the United States to vote on account of race or color, it shall suspend the use of tests and devices in such State or political subdivisions as the court shall determine is appropriate and for such period as it deems necessary.

(c) If in any proceeding instituted by the Attorney General under any statute to enforce the guarantees of the fifteenth amendment in any State or political subdivision the court finds that violations of the fifteenth amendment justifying equitable relief have occurred within the territory of such State or political subdivision, the court, in addition to such relief as it may grant, shall retain jurisdiction for such period as it may deem appropriate and during such period no voting qualification or prerequisite to voting, or standard, practice, or procedure with respect to voting different from that in force or effect at the time the proceeding was commenced shall be enforced unless and until the court finds that such qualification, prerequisite, standard, practice, or procedure does not have the purpose and will not have the effect of denying or abridging the right to vote on account of race or color: Provided, That such qualification, prerequisite, standard, practice, or procedure may be enforced if the qualification, prerequisite, standard, practice, or procedure has been submitted by the chief legal officer or other appropriate official of such State or subdivision to the Attorney General and the Attorney General has not interposed an objection within sixty days after such submission, except that neither the court's finding nor the Attorney General's failure to object shall bar a subsequent action to enjoin enforcement of such qualification, prerequisite, standard, practice, or procedure.

SEC. 4. (a) To assure that the right of citizens of the United States to vote is not denied or abridged on account of race or color, no citizen shall be denied the right to vote in any Federal, State, or local election because of his failure to comply with any test or device in any State with respect to which the determinations have been made under subsection (b) or in any political subdivision with respect to which such determinations have been made as a separate unit, unless the United States District Court for the District of Columbia in an action for a declaratory judgment brought by such State or subdivision against the United
States has determined that no such test or device has been used during the five years preceding the filing of the action for the purpose or with the effect of denying or abridging the right to vote on account of race or color. Provided, That no such declaratory judgment shall issue with respect to any plaintiff for a period of five years after the entry of a final judgment of any court of the United States, other than the denial of a declaratory judgment under this section, whether entered prior to or after the enactment of this Act, determining that denials or abridgments of the right to vote on account of race or color through the use of such tests or devices have occurred anywhere in the territory of such plaintiff. An action pursuant to this subsection for five years after judgment and shall reopen the action upon motion of the Attorney General alleging that a test or device has been used for the purpose or with the effect of denying or abridging the right to vote on account of race or color.

If the Attorney General determines that he has no reason to believe that any such test or device has been used during the five years preceding the filing of the action for the purpose or with the effect of denying or abridging the right to vote on account of race or color, he shall consent to the entry of such judgment.

(b) The provisions of subsection (a) shall apply in any State or in any political subdivision of a state which (1) the Attorney General determines maintained on November 1, 1964, any test or device, and with respect to which (2) the Director of the Census determines that less than 50 percentum of the persons of voting age residing therein were registered on November 1, 1964, or that less than 50 percentum of such persons voted in the presidential election of November 1964.

A determination or certification of the Attorney General or of the Director of the Census under this section or under section 6 or section 13 shall not be reviewable in any court and shall be effective upon publication in the Federal Register.

(c) The phrase "test or device" shall mean any requirement that a person as a prerequisite for voting or registration for voting (1) demonstrate the ability to read, write, understand, or interpret any matter, (2) demonstrate any educational achievement or his knowledge of any particular subject, (3) possess good moral character, or (4) prove his qualifications by the voucher of registered voters or members of any other class.

(d) For purposes of this section no State or political subdivision shall be determined to have engaged in the use of tests or devices for the purpose or with the effect of denying or abridging the right to vote on account of race or color if (1) incidents of such use have been few in number and have been promptly and effectively corrected by State or local action, (2) the continuing effect of such incidents has been eliminated, and (3) there is no reasonable probability of their recurrence in the future.

(e)

(1) Congress hereby declares that to secure the rights under the fourteenth amendment of persons educated in American-flag schools in which the predominant classroom language was other than English, it is necessary to prohibit the States from conditioning the right to vote of such persons on ability to read, write, understand, or interpret any matter in the English language.

(2) No person who demonstrates that he has successfully completed the sixth primary grade in a public school in, or a private school accredited by, any State or territory, the District of Columbia, or the Commonwealth of Puerto Rico in which the predominant classroom language was other than English, shall be denied the right to vote in any Federal, State, or local election because of his inability to read, write, understand, or interpret any matter in the English language, except that, in States in which State law provides that a different level of education is presumptive of literacy, he shall demonstrate that he has successfully completed an equivalent level of education in a public school in, or a private school accredited by, any State or territory, the District of
Columbia, or the Commonwealth of Puerto Rico in which the predominant classroom language was other than English.

SEC. 5. Whenever a State or political subdivision with respect to which the prohibitions set forth in section 4(a) are in effect shall enact or seek to administer any voting qualification or prerequisite to voting, or standard, practice, or procedure with respect to voting different from that in force or effect on November 1, 1964, such State or subdivision may institute an action in the United States District Court for the District of Columbia for a declaratory judgment that such qualification, prerequisite, standard, practice, or procedure does not have the purpose and will not have the effect of denying or abridging the right to vote on account of race or color, and unless and until the court enters such judgment no person shall be denied the right to vote for failure to comply with such qualification, prerequisite, standard, practice, or procedure: Provided, That such qualification, prerequisite, standard, practice, or procedure may be enforced without such proceeding if the qualification, prerequisite, standard, practice, or procedure has been submitted by the chief legal officer or other appropriate official of such State or subdivision to the Attorney General and the Attorney General has not interposed an objection within sixty days after such submission, except that neither the Attorney General's failure to object nor a declaratory judgment entered under this section shall bar a subsequent action to enjoin enforcement of such qualification, prerequisite, standard, practice, or procedure. Any action under this section shall be heard and determined by a court of three judges in accordance with the provisions of section 2284 of title 28 of the United States Code and any appeal shall lie to the Supreme Court.

SEC. 6. Whenever (a) a court has authorized the appointment of examiners pursuant to the provisions of section 3(a), or (b) unless a declaratory judgment has been rendered under section 4(a), the Attorney General certifies with respect to any political subdivision named in, or included within the scope of, determinations made under section 4(b) that (1) he has received complaints in writing from twenty or more residents of such political subdivision alleging that they have been denied the right to vote under color of law on account of race or color, and that he believes such complaints to be meritorious, or (2) that, in his judgment (considering, among other factors, whether the ratio of nonwhite persons to white persons registered to vote within such subdivision appears to him to be reasonably attributable to violations of the fifteenth amendment or whether substantial evidence exists that bona fide efforts are being made within such subdivision to comply with the fifteenth amendment), the appointment of examiners is otherwise necessary to enforce the guarantees of the fifteenth amendment, the Civil Service Commission shall appoint as many examiners for such subdivision as it may deem appropriate to prepare and maintain lists of persons eligible to vote in Federal, State, and local elections. Such examiners, hearing officers provided for in section 9(a), and other persons deemed necessary by the Commission to carry out the provisions and purposes of this Act shall be appointed, compensated, and separated without regard to the provisions of any statute administered by the Civil Service Commission, and service under this Act shall not be considered employment for the purposes of any statute administered by the Civil Service Commission, except the provisions of section 9 of the Act of August 2, 1939, as amended (5 U.S.C. 118i), prohibiting partisan political activity: Provided, That the Commission is authorized, after consulting the head of the appropriate department or agency, to designate suitable persons in the official service of the United States, with their consent, to serve in these positions. Examiners and hearing officers shall have the power to administer oaths.

SEC. 7. (a) The examiners for each political subdivision shall, at such places as the Civil Service Commission shall by regulation designate, examine applicants concerning their qualifications for voting. An application to an examiner shall be in such form as the Commission may require and shall contain allegations that the applicant is not otherwise registered to vote.
(b) Any person whom the examiner finds, in accordance with instructions received under section 9(b), to have the qualifications prescribed by State law not inconsistent with the Constitution and laws of the United States shall promptly be placed on a list of eligible voters. A challenge to such listing may be made in accordance with section 9(a) and shall not be the basis for a prosecution under section 12 of this Act. The examiner shall certify and transmit such list, and any supplements as appropriate, at least once a month, to the offices of the appropriate election officials, with copies to the Attorney General and the attorney general of the State, and any such lists and supplements thereto transmitted during the month shall be available for public inspection on the last business day of the month and, in any event, not later than the forty-fifth day prior to any election. The appropriate State or local election official shall place such names on the official voting list. Any person whose name appears on the examiner's list shall be entitled and allowed to vote in the election district of his residence unless and until the appropriate election officials have been notified that such person has been removed from such list in accordance with subsection (d): Provided, That no person shall be entitled to vote in any election by virtue of this Act unless his name shall have been certified and transmitted on such a list to the offices of the appropriate election officials at least forty-five days prior to such election.

(c) The examiner shall issue to each person whose name appears on such a list a certificate evidencing his eligibility to vote.

(d) A person whose name appears on such a list shall be removed therefrom by an examiner if (1) such person has been successfully challenged in accordance with the procedure prescribed in section 9, or (2) he has been determined by an examiner to have lost his eligibility to vote under State law not inconsistent with the Constitution and the laws of the United States.

Sec. 8. Whenever an examiner is serving under this Act in any political subdivision, the Civil Service Commission may assign, at the request of the Attorney General, one or more persons, who may be officers of the United States, (1) to enter and attend at any place for holding an election in such subdivision for the purpose of observing whether persons who are entitled to vote are being permitted to vote, and (2) to enter and attend at any place for tabulating the votes cast at any election held in such subdivision for the purpose of observing whether votes cast by persons entitled to vote are being properly tabulated. Such persons so assigned shall report to an examiner appointed for such political subdivision, to the Attorney General, and if the appointment of examiners has been authorized pursuant to section 3(a), to the court. SEC. 9.

(a) Any challenge to a listing on an eligibility list prepared by an examiner shall be heard and determined by a hearing officer appointed by and responsible to the Civil Service Commission and under such rules as the Commission shall by regulation prescribe. Such challenge shall be entertained only if filed at such office within the State as the Civil Service Commission shall by regulation designate, and within ten days after the listing of the challenged person is made available for public inspection, and if supported by (1) the affidavits of at least two persons having personal knowledge of the facts constituting grounds for the challenge, and (2) a certification that a copy of the challenge and affidavits have been served by mail or in person upon the person challenged at his place of residence set out in the application. Such challenge shall be determined within fifteen days after it has been filed. A petition for review of the decision of the hearing officer may be filed in the United States court of appeals for the circuit in which the person challenged resides within fifteen days after service of such decision by mail on the person petitioning for review but no decision of a hearing officer shall be reversed unless clearly erroneous. Any person listed shall be entitled and allowed to vote pending final determination by the hearing officer and by the court.

(b) The times, places, procedures, and form for application and listing pursuant to this Act and removals from the eligibility lists shall be prescribed by regulations promulgated by the Civil Service Commission and the Commission shall, after consultation with the Attorney General, instruct examiners concerning applicable State
law not inconsistent with the Constitution and laws of the United States with respect to (1) the qualifications required for listing, and (2) loss of eligibility to vote.

c) Upon the request of the applicant or the challenger or on its own motion the Civil Service Commission shall have the power to require by subpoena the attendance and testimony of witnesses and the production of documentary evidence relating to any matter pending before it under the authority of this section. In case of contumacy or refusal to obey a subpoena, any district court of the United States or the United States court of any territory or possession, or the District Court of the United States for the District of Columbia, within the jurisdiction of which said person guilty of contumacy or refusal to obey is found or resides or is domiciled or transacts business, or has appointed an agent for receipt of service of process, upon application by the Attorney General of the United States shall have jurisdiction to issue to such person an order requiring such person to appear before the Commission or a hearing officer, there to produce pertinent, relevant, and nonprivileged documentary evidence if so ordered, or there to give testimony touching the matter under investigation, and any failure to obey such order of the court may be punished by said court as a contempt thereof.

SEC. 10. (a) The Congress finds that the requirement of the payment of a poll tax as a precondition to voting (i) precludes persons of limited means from voting or imposes unreasonable financial hardship upon such persons as a precondition to their exercise of the franchise, (ii) does not bear a reasonable relationship to any legitimate State interest in the conduct of elections, and (iii) in some areas has the purpose or effect of denying persons the right to vote because of race or color. Upon the basis of these findings, Congress declares that the constitutional right of citizens to vote is denied or abridged in some areas by the requirement of the payment of a poll tax as a precondition to voting.

(b) In the exercise of the powers of Congress under section 5 of the fourteenth amendment and section 2 of the fifteenth amendment, the Attorney General is authorized and directed to institute forthwith in the name of the United States such actions, including actions against States or political subdivisions, for declaratory judgment or injunctive relief against the enforcement of any requirement of the payment of a poll tax as a precondition to voting, or substitute therefor enacted after November 1, 1964, as will be necessary to implement the declaration of subsection (a) and the purposes of this section.

(c) The district courts of the United States shall have jurisdiction of such actions which shall be heard and determined by a court of three judges in accordance with the provisions of section 2284 of title 28 of the United States Code and any appeal shall lie to the Supreme Court. It shall be the duty of the judges designated to hear the case to assign the case for hearing at the earliest practicable date, to participate in the hearing and determination thereof, and to cause the case to be in every way expedited.

(d) During the pendency of such actions, and thereafter if the courts, notwithstanding this action by the Congress, should declare the requirement of the payment of a poll tax to be constitutional, no citizen of the United States who is a resident of a State or political subdivision with respect to which determinations have been made under subsection 4(b) and a declaratory judgment has not been entered under subsection 4(a), during the first year he becomes otherwise entitled to vote by reason of registration by State or local officials or listing by an examiner, shall be denied the right to vote for failure to pay a poll tax if he tenders payment of such tax for the current year to an examiner or to the appropriate State or local official at least forty-five days prior to election, whether or not such tender would be timely or adequate under State law. An examiner shall have authority to accept such payment from any person authorized by this Act to make an application for listing, and shall issue a receipt for such payment. The examiner shall transmit promptly any such poll tax payment to the office of the State or local official authorized to receive such payment under State law, together with the name and address of the applicant.
SEC. 11. (a) No person acting under color of law shall fail or refuse to permit any person to vote who is entitled to vote under any provision of this Act or is otherwise qualified to vote, or willfully fail or refuse to tabulate, count, and report such person's vote.

(b) No person, whether acting under color of law or otherwise, shall intimidate, threaten, or coerce, or attempt to intimidate, threaten, or coerce any person for voting or attempting to vote, or intimidate, threaten, or coerce, or attempt to intimidate, threaten, or coerce any person for urging or aiding any person to vote or attempt to vote, or intimidate, threaten, or coerce any person for exercising any powers or duties under section 3(a), 6, 8, 9, 10, or 12(e).

(c) Whoever knowingly or willfully gives false information as to his name, address, or period of residence in the voting district for the purpose of establishing his eligibility to register or vote, or conspires with another individual for the purpose of encouraging his false registration to vote or illegal voting, or pays or offers to pay or accepts payment either for registration to vote or for voting shall be fined not more than $10,000 or imprisoned not more than five years, or both: Provided, however, That this provision shall be applicable only to general, special, or primary elections held solely or in part for the purpose of selecting or electing any candidate for the office of President, Vice President, presidential elector, Member of the United States Senate, Member of the United States House of Representatives, or Delegates or Commissioners from the territories or possessions, or Resident Commissioner of the Commonwealth of Puerto Rico.

(d) Whoever, in any matter within the jurisdiction of an examiner or hearing officer knowingly and willfully falsifies or conceals a material fact, or makes any false, fictitious, or fraudulent statements or representations, or makes or uses any false writing or document knowing the same to contain any false, fictitious, or fraudulent statement or entry, shall be fined not more than $10,000 or imprisoned not more than five years, or both.

SEC. 17. Nothing in this Act shall be construed to deny, impair, or otherwise adversely affect the right to vote of any person registered to vote under the law of any State or political subdivision.

SEC. 18. There are hereby authorized to be appropriated such sums as are necessary to carry out the provisions of this Act.

SEC 19. If any provision of this Act or the application thereof to any person or circumstances is held invalid, the remainder of the Act and the application of the provision to other persons not similarly situated or to other circumstances shall not be affected thereby.

Approved August 6, 1965.

Transcription courtesy of the [Avalon Project](https://www.avalonproject.com) at Yale Law School.
EXIT TICKET
VOTING RIGHTS ACT OF 1965

Directions: Please answer the two questions below using complete sentences. Once you have handed your answers to me, you may begin packing your bag for dismissal.

1. What was the main goal of the Voting Rights Act of 1965?

2. What were two practices that the Voting Rights Act of 1965 specifically outlawed?
Title of Lesson: CIVIL RIGHTS LAW PART 2
Grade Level: GRADE 11
Subject: U.S. HISTORY & GEOGRAPHY II, DCPS

Situating the Lesson:
So far in the unit on the Civil Rights Movement, students are able to describe and explain the diffusion of the Civil Rights movement of African Americans from the churches of the rural South to the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how their advances influenced the agendas, strategies, and effectiveness of the quests of Hispanic Americans for civil rights and equal opportunities. This and the prior lesson focus on the legal aspects of the Civil Rights Movement. Students will learn about and analyze state policies toward African Americans, federal legislation, and court cases. A lesson plan by MaryAnn Salinger of Sonoma State University entitled, “The Civil Rights Act of 1964: A Window on the Legislative Process”, was the basis for this lesson plan (Salinger). The Civil Rights Act legislative history timeline was compiled by Dr. Carolyn Shapiro of the Chicago-Kent School of Law (Shapiro).

Methods of Inquiry:
Students will write short speeches from perspectives that are not their own.
Students will participate in class discussion while writing notes – to be checked by the instructor for assessment at the end of the lesson.

Instructional Goals:
SWBAT identify three major tenets of the Civil Rights Act of 1964
SWBAT defend a position for or against the passage of the Civil Rights Act of 1964 by drawing on their knowledge of the Civil Rights Act, the Voting Rights Act, and the Civil Rights movement.
SWBAT explain five major steps in the unique legislative process of the Civil Rights Act

Essential Questions:
1. Explain the major steps of the House and Senate legislative process for the Civil Rights Act of 1964
2. Identify the tactics and strategies used by proponents of the Act to pass it
3. Identify the tactics and strategies used by opponents of the Act to block it
4. Explain the major goals of the Civil Rights Act of 1965

State/Content Standards:
District of Columbia
Grade 11
U.S. History & Geography II
STANDARD 11.11.
8. Explain the 1964 Civil Rights Act, the 1965 Voting Rights Act and the Fair Housing Act of 1968, the 24th Amendment, with an emphasis on equality of access to education
and to the political process. (P, S)

**Instructional Materials:**
1) Projector, computer
2) Whiteboard, markers
3) “Civil Rights Act PowerPoint Slides” handout (attached)
4) “Timeline of the Passage of the Civil Rights Act of 1964” handout (attached)
5) “Lecture Notes on Civil Rights Act” for instructor (attached)

**Set Induction:**
1) Project the “Civil Rights Act PowerPoint Slides” onto the whiteboard. Use the PowerPoint slides to begin the lesson prior to the lecture on
2) Inform students that the Civil Rights Act of 1965 will be used to talk about how a controversial bill becomes a law. While the law is a window on the history of the 1960s, it is also a window on the way American laws are still passed today. Many people today find it hard to understand how southern Congressmen and Senators could have opposed a law that seems so obvious in hindsight.
2) Instruct students to individually free write a short speech as though they were a member of Congress from the perspective of a southern senator opposed to the Civil Rights Act of 1965. Speeches should address integration in general and the tenets of the law as it was originally proposed. Write the following tenets on the whiteboard:
   - Ensures the Constitutional right to vote for African Americans. Justice Department can sue public schools that remain segregated.
   - Justice Department can sue hotels, theaters, and restaurants that are segregated. Outlaws discrimination in federally assisted programs
   - Outlaws hiring discrimination based on race, religion, or national origin
3) Each speech should be written like a thesis paragraph. Write the following on the whiteboard:
   The following should be in your ‘speech’:
   1. A thesis statement. What’s your view?
   2. Two supporting statements. Why?
   3. Two pieces of evidence from the law to support your claim.

**Procedures:**
1) Project the “Timeline of the Passage of the Civil Rights Act of 1964”. Also distribute copies of the ‘Timeline’ to students.
2) As you lecture through the “Timeline”, ask students the questions in bold font available on the “Lecture Notes on the Civil Rights Act”. Cold-call on students to answer questions, allowing for a several seconds to pass before cold-calling on a particular student.
3) Instruct students to take detailed notes. Inform them notes will be checked at the end of class for a grade of completion out of 20 points.

**Assessment/Closure:**
1) To close, check students’ notes for a grade of completion out of 20 points.
2) Remind students that the unit test is in two days. The next class lesson will be a review of the unit.
3) To check for understanding while you check students’ notes, conduct a ‘Thumbs Up/Thumbs Down’ exercise. Students will communicate their understanding to you using thumbs up or thumbs down. Promptly record the ratio of thumbs up to thumbs down. Consider the record when writing and grading the test.

Reflection:
While heavy on content and lecture, I believe this lesson is a necessary break from the considerable amount of group work done during the unit. Sitting down and simply taking notes on content knowledge readies the students for the following day’s unit plan review. Differentiated assessment is accomplished through the instructor’s review of students’ notes and through the students’ self-assessment on content knowledge. Were I to teach this lesson to multiple class sections in a day, I imagine that an adjustment between the time necessary for writing and the time necessary for writing notes would be necessary. Additionally, this lesson is writing-intensive. Perhaps too intensive.

Works Cited

The Civil Rights Act of 1964: 
Or How a Racist Stopped Sexism

LBJ Signs the Civil Rights Act, MLK and Others Look On

Proposed Civil Rights Act (1963)

- Enforces the Constitutional right to vote (ends poll tax & literacy test).
- Justice Dept. can sue segregated schools.
- Integrates hotels, theaters, and restaurants.
- Ends discrimination in federally funded programs.
- Outlaws hiring discrimination based on race, religion, or national origin.

Speech Writing: Your job is to explain why you, a venerable southern senator, support segregation and oppose at least two sections of this law.

Historical Background

- Civil Rights Activists
- John Kennedy & Lyndon Johnson
- The Proposed Bill in 1963
- Exemptions (for hiring discrimination)
  --Religious Institutions
  --Businesses with less than 25 workers
Civil Rights and Senate Filibusters

- Strom Thurmond (D/R-South Carolina)
- Cloture
- The “Nuclear” Option

Senator Strom Thurmond (R-SC) Senator Robert Byrd (D-WV)

Bibliography


http://college.hmco.com/history/readerscomp/women/html/wm_006400_civilrightsa.htm Viewed (6/7/05)

Linda Simmons, “Teaching Activities for the Civil Rights Act of 1964” (National Archives and Records Administration)

http://www.archives.gov/digital_classroom/lessons/civil_rights_act/civil_rights_act.html (Viewed 6/7/05)


Timeline of the Passage of the Civil Rights Act of 1964

1954  Brown v. Board of Education decided, outlawing racially segregated schools. Later cases extend the principles of Brown to other public institutions, but do not address private discrimination.

Nov. 1960  Kennedy elected President on a platform that includes stronger stands on civil rights issues than Eisenhower and Nixon’s positions. But Kennedy takes no immediate action, and a bill based on his platform dies without his support.

Spring 1963  Civil Rights Movement gains momentum and national attention.

June 1963  Kennedy announces new civil rights bill. His bill does not outlaw discrimination in private employment. Bill introduced in both houses of Congress. Supporters pushed for consideration in only the House of Representatives due to need to have political momentum to improve chances in Senate, where previous civil rights bills had been filibustered or weakened. Bill referred to House Judiciary Committee. Committee Chair Celler (D) refers bill to his own subcommittee. He chooses his subcommittee even though it normally handles antitrust matters because it is dominated by civil rights supporters. Ranking Republican is McCulloch (R) who is big advocate of civil rights.

July hearings  Robert Kennedy testifies and fails to acknowledge McCulloch’s contributions to civil rights. Administration is forced to negotiate with McCulloch and promise (1) not to let Senate water down the bill and to consult with him on all changes and (2) to give Republicans credit.

August 1963  Mark-up delayed. Kennedy feared losing tax reform bill in retaliation for civil rights bill if they pressed forward right away. Civil rights advocates march on Washington; Dr. King gives “I Have a Dream” speech.

Sept. 1963  Mark-up finally occurs. Celler pushes for a stronger bill than McCulloch and the Administration had agreed on, and included provisions outlawing employment discrimination on the basis of race, religion, or national origin. McCulloch is furious and calls bill a pail of garbage with no chance of passage. Liberals and Southern opponents of civil rights jointly vote the bill out of the subcommittee.

Oct. 1963  Republicans and Administration agree to weaken the bill, making it more likely to pass. This requires McCulloch and Celler to get their people to vote against the stronger version that the subcommittee passed.
Nov. 1963  Bill goes to Rules Committee, chaired by Southern Democrat Judge Smith, ardent foe of civil rights. Kennedy is assassinated; Johnson becomes President, argues for passage of bill as tribute to Kennedy.

Dec. 1963  Celler circulates discharge petition to remove bill from Rules Committee, but McCulloch refuses to support it. Republicans and Democrats tell Smith that they will demand a hearing; he schedules one.

Jan. 1964  Bill is reported out of Rules Committee with no amendments.

Feb. 1964  Floor debate and amendments process on House floor. Enormous resources are devoted to having detailed information available to counter arguments and amendments. Celler and McCulloch spearhead effort to keep enough Members available to defeat weakening amendments. Because votes on amendments are generally without a roll call, volunteers watched from the gallery and kept track of Members’ votes. Smith proposes an amendment to expand anti-discrimination in employment provision to include sex. Celler and many liberal Democrats oppose it. Five women representatives speak in support of it. Amendment passes with the support of Southern Democrats and women. Bill passes and goes to the Senate.

March 1964  Mansfield delays bringing bill up for debate until farm bill is complete. Eastland would have been floor leader during debate since his committee had jurisdiction. Mansfield chose Humphrey instead. Johnson challenges Humphrey to keep liberals organized for victory. Humphrey sets up infrastructure, including quorum duty – making sure there were always enough Senators on the floor to avoid having the Senate adjourned and dismissed. He woos Dirksen, Republican minority leader, who had earlier expressed doubts about the bill and had claimed in August that public accommodations title was unacceptable. Southern senators filibuster for 14 days on motion to consider the bill. Civil Rights supporters threaten to object to all committee hearings until civil rights
bill is considered. Filibuster is broken. Merits debate begins. Supporters will need 25 votes from two groups: 21 conservative Republicans and 17 moderate Democrats from Western and border states in order to get the 67 votes needed for cloture (to end debate and break a filibuster). Dirksen will therefore be critical to the process.

April 1964 Dirksen demands payback for his support and proposes 40 weakening amendments, which pleases the conservatives in his party. Liberal Republicans rebel and Dirksen trims his package of amendments to 10.

May 1964 Dirksen is unable to secure passage of amendments. He tries to bluff with Administration to a compromise. He fails, and gets instead a package of minor amendments. The conservatives in his party threaten to mutiny. He goes public, announcing that the time had come for passage. Democratic supporters are pleased because the amendments give Dirksen credit for rewriting the bill without changing it in substance, as promised to McCulloch in the House.

June 1964 All hands on deck to line up votes for cloture. Johnson himself arm-twists and offers inducements to Senators. Mansfield and Humphrey work to disrupt historic agreement between Western Democrats who trade votes against civil rights for votes on water project with Southerners. Dirksen argues to conservative Republicans that the bill supplements and does not supplant state antidiscrimination measures, and appeals to moral, historical, and religious feelings.
Cloture passes 71-29. Filibuster had lasted 58 days, with 534 hours of debate. It was the first time a filibuster had been broken on a civil rights bill.
Post-cloture filibuster efforts by Southern Democrats by calling for repeated amendments they know will fail and roll call votes on every question. Senate finally passes the bill.
It is similar but not precisely identical to the House version. Therefore some kind of reconciliation is required. Bill proponents decide not to seek a conference committee because Eastland would get to pick the Senate conferees and because the Southerners in the Senate would have another chance to filibuster.
Bill is referred back to Smith’s Rules Committee. But national politics make stalling unacceptable and it is reported out after only one day.

July 1964 House passes the bill. House Speaker and Senate President pro tempore sign it and send it to the White House. On the same day, President Johnson signs the bill.
Lecture Notes on Civil Rights Act of 1965

II. Historical Background
A. Civil Rights Activists

Now that we’ve looked at a summary of the law, let’s back up and look at the history of how it got to Congress. At least since the *Brown v. Board of Education* decision civil rights activists had wanted congress to pass a law that outlawed discrimination and segregation not only in schools, but in hotels, restaurants, voting, and jobs. The 1963 March on Washington (officially the “March for Jobs and Freedom”) was meant to pressure Congress to address these issues, especially to end job discrimination based on a person’s race.

B. John F. Kennedy & Lyndon Johnson

President John F. Kennedy is often seen as a very liberal Democrat. But he had been in office for three years before he responded to the demands of Civil Rights activists. Finally, at the end of 1963 he proposed the Civil Rights Act. But he was assassinated before the Congress could debate the bill. It was up to his successor, President Lyndon Johnson (a southern Democrat) to pass the bill. Although Johnson did support the bill, there were many southern Democrats in Congress who hated it.

**If southern Democrats opposed the Civil Rights Act, why did LBJ support it?**

C. The Proposed Bill (1963-64)

Let’s take a look back at the basic tenets of the bill that the Kennedy administration originally proposed in 1963.

**Can we explain why each aspect of the law was important—one at a time?**

Basic Tenets of the Proposed Civil Rights Bill (1963)
- Enforces the Constitutional right to vote in federal elections.
- Justice Department can sue public schools that remain segregated.
- Outlaws segregation in public accommodations: hotels, theaters, restaurants, etc.
- Outlaws discrimination in federally assisted programs *(What programs?)*
- Outlaws hiring discrimination based on race, religion, or national origin

D. Exemptions

There were two exemptions to the section of the law regarding employment discrimination that are worth thinking about. First, the law did allow religious institutions to discriminate in hiring based on religion.

**Why did the Congress add this exemption? What institutions were affected?**

**If this form of discrimination is allowed, why not other forms?**

The second exemption allowed any business with fewer than 25 employees to discriminate based on race, religion, or national origin.

**Why give small businesses such an exemption?**

**Does this undermine the law? Why or why not?**

III. Race and Sex!

A. Howard “Judge” Smith (D-Virginia)

There were not enough southerners in either the House or the Senate to defeat the bill on a
majority vote. But even though southern Congressmen had fewer votes, they had more seniority. **What is seniority?** (Length of time served in House or Senate) **Why is it important in Congress?** (Seniority determines committee chairs) **Why did southern reps and senators have so much seniority?** (one-party system)

Let’s look at one southerner who understood how to use the power of the seniority system better than almost anyone. Howard “W” Smith had represented a rural district from Virginia for 33 years in 1964. A country lawyer, known as the “Judge” after a brief stint on the local bench, Smith was a Democrat and the chairman of the powerful House Rules Committee in 1963 and ’64.

Before a bill is voted on by the entire House of Representatives, it is debated by two committees. The first committee is made up of Representatives who have become experts on the topic of the bill. Since this bill involved the enforcement of the 14th and 15th amendments that made discrimination unconstitutional, the Judiciary Committee first debated it. After they debated it, the bill was sent to the Rules Committee, which outlines the “rules” for the larger debate in the full House (such as how long the debate can last, what types of amendments can be added, and even whether or not the bill is ready for debate).

“Judge” Smith understood that he could block bills simply by refusing to let the Rules Committee debate them. When a civil rights bill was proposed in 1957, he delayed a committee meeting on the bill, because his barn had burned down and he had to go back to his farm. The Speaker of the House in the ’50s joked: “I knew Howard Smith would do almost anything to block a civil rights bill, but I never knew he would resort to arson.”

In early 1964, Smith fought once again to delay the Civil Rights Bill, but Kennedy had just been assassinated, and Johnson said that he had to pass the bill to honor the fallen president. Even though Smith allowed the bill out of his committee, he had one last idea of how to scuttle it. Before the House voted, Smith suggested that one word be added to the bill: “sex.” This would mean that employers could not discriminate based on race, religion, national origin, or sex. **How might the addition of “sex” undermine the bill?**

B. Martha Griffiths (D-Michigan)

Smith argued that he was simply following a life-long commitment to chivalry and women’s rights. As a young man, he had supported Alice Paul (head of the National Women’s Party), and he argued that because there were more women than men, single women who could not find husbands needed to find work to care for themselves. Still, it was pretty clear that he really wanted to divide the bill’s supporters.

There were only twelve women in the House, but eleven of them voiced support for Smith’s amendment to the bill. Martha Griffith’s, a Democrat from Michigan, worried about not including sex, saying, “When this bill is passed, white women will be last at the hiring gate.” “It would be incredible,” she continued, “that white men would be willing to place white women at such a disadvantage except that white men have done this before … your grandfathers were willing, as prisoners of their own prejudice, to permit ex-slaves to vote, but not their own white wives.” [post quote on the board]
What do you think of this quote? Is it racist? Why or why not?

C. Race or Sex (Small Group Discussion)
What I want to do now is have each table compare and contrast discrimination in the workplace based on race and sex. Come up with 3-5 ways that race and sex discrimination on the job are similar and 3-5 examples of how they are different.

Write answers on a white board as groups report out.

In the end, the House passed the bill with the amendment about sex discrimination. But then it went on to the Senate, where it faced a different kind of challenge.

IV. Civil Rights and Senate Filibusters
The Senate does not have a “Rules Committee” to limit the time that laws can be debated. These unlimited debates are supposed to allow the Senate to take the time to consider all aspects of the bill and make it as clear and effective as possible. But the unlimited debate also allows for a debating tactic known as the filibuster.

What is a filibuster? Why do Senators use it?

A. Strom Thurmond (D-South Carolina)
The longest filibuster in Senate history was launched by a southern senator named Strom Thurmond against the 1957 Civil Rights Bill. To delay the passage of that bill, Thurmond gave a speech that lasted 24 hours and 18 minutes.

How many of you think that you could talk for 24 hours?
How many of you have students that could talk for 24 hours straight?
Thurmond ended up reading the names out of the phone book. And even though that bill passed, it locked up the Senate and no other business got done. In 1964 southern senators threatened another filibuster. No one wanted that.

B. Cloture
There is one way to stop the filibuster, and it’s a rarely used option called “cloture.” If two thirds of the senate (67 out of 100) vote for cloture, each Senator gets only one hour to debate a bill, so the max time for debate is 100 hours before a vote. The cloture law was created in 1917. Between 1917 and 1964 cloture only passed 5 (out of 28 tries). It’s nearly impossible to get two-thirds of the Senate to vote for anything.

Why did the Senate make cloture so difficult to pass?

In the end, enough Senators from the North and West (both Democrats and Republicans) agreed to vote for the bill and they outlasted the Senate filibuster. The southerners knew that they had lost the battle (and the Civil Rights Act became law), but as we’ll see later this week, the southerners did not lose the war.
Title of Lesson: CIVIL RIGHTS REVIEW  
Grade Level: GRADE 11  
Subject: U.S. HISTORY & GEOGRAPHY II, DCPS

Situating the Lesson:  
The lesson plan outlines the Test Review Day for the unit on the Civil Rights Movement. By now, students are able to describe and explain the diffusion of the Civil Rights movement of African Americans from the churches of the rural South to the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how their advances influenced the agendas, strategies, and effectiveness of the quests of Hispanic Americans for civil rights and equal opportunities. As a result of activities, lectures, and their note-taking and flashcards, Students can describe the legacies and ideologies of key people (e.g., A. Philip Randolph, Dolores Huerta, Raúl Yzaguirre, Robert Kennedy, Martin Luther King Jr., Ella Jo Baker, Thurgood Marshall, Rosa Parks, and Malcolm X). Students are expected to be able to explain the 1964 Civil Rights Act and the 1965 Voting Rights Act with an emphasis on equality of access to voting rights and to the political process. In short, students can now analyze the origins, goals, key events, and accomplishments of Civil Rights movement in the United States. “The Civil Rights Test” (attached) was adapted from questions and answers made available on “ProProfs”, a quiz making website.

Methods of Inquiry:  
Students will participate in a self-guided review day before their exam day. The activity engages students in content review while providing an opportunity to answer students’ last-minute questions. Students were asked to bring their Unit Flashcards to class to prepare and review key terms. 
Students will take the Unit Test.

Instructional Goals:  
SWBAT collaborate and share the research and information from their flashcards on the Civil Rights Movement to prepare for the unit test  
SWBAT identify, explain, analyze, and infer the origins, goals, key events, and accomplishments of the Civil Rights Movement in the United States.

Essential Questions:  
Identify, explain, analyze, and infer the origins, goals, key events, and accomplishments of the Civil Rights Movement in the United States.

State/Content Standards:  
District of Columbia  
Grade 11  
U.S. History & Geography II  
STANDARD 11.11.
11.11 Analyze the origins, goals, key events, and accomplishments of Civil Rights movement in the United States

Instructional Materials:
1) ‘Flashcard Project’ handout (attached)
4) “Unit Test” (attached)

Procedures:
1) Review Day
   - Break students into their teams
   - Distribute the ‘Flashcard Project’ handout
   - Instruct students to take out the flashcards they've been working on and compiling during the whole unit.
   - Instruct students to go down the flashcard list of terms together and help one another with missing information. Remind students that every term must address all parts of what’s asked on the ‘Flashcard Project’ handout.
   - Have students go through as many terms until the end of class.
   - Instruct students to bring their flashcards to the test. Remind them that it is worth 100 points, the same as the Unit Test.

2) Exam
   - The following is the answer key for the multiple choice:

Assessment/Closure:
Check each student’s flashcards while they take their tests. Follow the assessment indicated on the ‘Flashcards Project’ handout.

Reflection:
The coverage of the Unit Plan’s content culminates with the Unit Test. Constructed in a similar manner to AP exams, the attached Unit Test does not identify expectations for the essays. The free-response format allows students to address the question in whichever manner they are most comfortable with.

For those students who neglect to bring their flashcards to class, the students’ flashcard grade will become a 75%. During class-time however, those students will still participate in the group activity. In order to maintain the 75%, they are to take out a piece of loose-leaf and write down the terms and their definitions and assist classmates with their flashcards.
# Flashcards Project

**Directions:** All terms must be identified on flashcards. Your flashcards will be checked twice; on the day of the quiz and the day of the Unit Test, so make sure they are with you.

The final due date, the day of the Unit Test, is December 18.

The Flashcards Project grade is out of 100 points, the same as the Unit Test.

| 100% | - Definitions/identifications | Thurgood Marshall |
| 90%  | - Context/significance         | Little Rock Nine  |
| 80%  | - Connect to other terms       | Nation of Islam   |

| - Definitions/identifications | Earl Warren |
| - Incomplete, but some definitions/identifications | George C. Wallace |

| 90% | - Definitions/identifications | NAACP |
| 80% | - Incomplete, but some definitions/identifications | SNCC (‘snick’) |

<table>
<thead>
<tr>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>March on Washington</td>
</tr>
<tr>
<td>16th Street Church bombing</td>
</tr>
<tr>
<td>Race Riots, 1964</td>
</tr>
<tr>
<td>Bloody Sunday, 1965</td>
</tr>
<tr>
<td>Freedom Summer</td>
</tr>
<tr>
<td>Montgomery Bus Boycott</td>
</tr>
<tr>
<td>‘Great Migration’</td>
</tr>
<tr>
<td>‘Gov. Wallace at the schoolhouse door’</td>
</tr>
<tr>
<td>1968 riots</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People/Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King, Jr.</td>
</tr>
<tr>
<td>Malcolm X</td>
</tr>
<tr>
<td>Rosa Parks</td>
</tr>
<tr>
<td>John Lewis</td>
</tr>
<tr>
<td>Cesar Chavez</td>
</tr>
<tr>
<td>Fannie Lou Hamer</td>
</tr>
<tr>
<td>Eleanor Holmes Norton</td>
</tr>
<tr>
<td>James Meredith</td>
</tr>
<tr>
<td>A. Philip Randolph</td>
</tr>
<tr>
<td>Emmett Till</td>
</tr>
<tr>
<td>Stokely Carmichael</td>
</tr>
<tr>
<td>John F. Kennedy</td>
</tr>
<tr>
<td>Robert F. Kennedy</td>
</tr>
<tr>
<td>Lyndon Johnson</td>
</tr>
<tr>
<td>Booker T. Washington</td>
</tr>
<tr>
<td>W.E.B. Du Bois</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Court Cases/Laws/Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown v. Board of Education</td>
</tr>
<tr>
<td>Plessy v. Ferguson</td>
</tr>
<tr>
<td>Gideon v. Wainwright</td>
</tr>
<tr>
<td>Loving v. Virginia</td>
</tr>
<tr>
<td>24th Amendment</td>
</tr>
<tr>
<td>Civil disobedience</td>
</tr>
<tr>
<td>Civil Rights Act of 1964</td>
</tr>
<tr>
<td>Civil Rights Act of 1968</td>
</tr>
<tr>
<td>Voting Rights Act of 1965</td>
</tr>
<tr>
<td>de jure segregation</td>
</tr>
<tr>
<td>de facto segregation</td>
</tr>
<tr>
<td>Jim Crow laws</td>
</tr>
<tr>
<td>Southern Manifesto</td>
</tr>
<tr>
<td>White Citizens Council</td>
</tr>
</tbody>
</table>
Civil Rights Unit Test - 12/17

Part 1. Multiple Choice (60 possible points, each worth 1.5 points)

Read each question carefully and then circle the letter of the correct answer.

1. Which of the following affirmed the legality of racial segregation and prompted the passage of the Jim Crow laws?

   A. The Fourteenth Amendment
   
   B. The Civil Rights Act of 1875
   
   C. The decision in Plessy v. Ferguson
   
   D. The decision in Morgan v. Virginia

2. Which doctrine relating to public education was overturned by the Supreme Court decision in Brown v. Board of Education?

   A. Due process of law.
   
   B. "separate but equal".
   
   C. "all deliberate speed".
   
   D. Equal protection of the law.

3. The Civil Rights Act of 1964 made segregation illegal in which of the following?

   A. Housing.
B. Churches.

C. Private universities.

D. Public accommodations.

4. Which of the following is an example of de facto segregation?

A. Poll taxes.

B. Jim Crow Laws.

C. A concentration of urban African Americans in slum areas.

D. A voter literacy test given to African Americans in the South.

5. Martin Luther King, Jr., was a founder and the first president of the ___.

A. Nation of Islam.

B. Mississippi Freedom Democratic Party.

C. Southern Christian Leadership Committee.

D. Students Nonviolent Coordinating Committee.

6. One accomplishment of the ____ was bringing about a federal ban on segregation in all interstate travel facilities.
A. Little Rock Nine.

B. Freedom riders.

C. Black Panthers.

D. Freedom summer.

7. De jure segregation is segregation that results from ____.

A. Laws.

B. Random choice.

C. Habit and custom.

D. Inequalities in education.

8. Appealing to many African Americans’ anger and frustration over a lack of social and economic power, ____ preached a militant approach to civil rights.

A. Martin Luther King, Jr.

B. Malcolm X

C. Medgar Evers.

D. Fannie Lou Hamer.
9. In what way were CORE and SCLC alike?

   A. Both relied on militant tactics.
   
   B. Both were founded by church leaders.
   
   C. Both promoted nonviolent protest.
   
   D. Neither was interracial.

10. The black power movement taught that African Americans should

   A. Separate from white society and lead their own communities.
   
   B. Strive to end segregation with boycotts and strikes.
   
   C. Emigrate back to Africa, similar to Marcus Garvey.
   
   D. Use nonviolent protest to bring about change.

11. Which of the following was a result of the civil rights movement?

   A. The federal government rebuilt the nation's ghettos.
   
   B. De facto segregation ended in the North.
   
   C. Racism in the South came to an end.
D. Thousands of African Americans could vote for the first time.

12. Stokely Carmichael called on African Americans to support

   A. The Nation of Islam.
   
   B. Black power.
   
   C. Sit-ins.
   
   D. None of these.

13. Civil rights activists used this technique to force segregated establishments (businesses) to serve African Americans.

   A. Freedom rides.
   
   B. Boycotts.
   
   C. Sit-ins.
   
   D. The March on Washington.

14. The Congress of Racial Equality pursued its goals through

   A. Women's church groups.
   
   B. Bold newspaper advertisements.
C. Congressional committees.

D. Peaceful confrontation.

15. The Southern Christian Leadership Conference (SCLC) was organized by

A. Young African Americans.

B. African American clergymen.

C. Pacifists

D. White and African American businessmen.

16. The Freedom Rides were organized to test

A. A Supreme Court decision.

B. The safety of buses.

C. A congressional decree.

D. The character of local police officers.

17. After Freedom Riders were violently attacked in Alabama, the Freedom Riders

A. Moved the protest to Chicago.
B. Armed themselves for protection.

C. Abandoned the protest.

D. Received federal protection.

18. Unlike the early civil rights leaders, Malcolm X believed strongly that

A. The races should be separated.

B. African Americans should copy whites.

C. School should be fully integrated.

D. African Americans should move to Mecca.

19. All of the following resulted from the civil rights movement EXCEPT

A. Making segregation illegal.

B. Opening the political process to more African Americans.

C. Eliminating poverty for African Americans in the U.S.

D. Giving African Americans a new sense of ethnic pride.

20. The greatest achievement of the NAACP during the Civil Rights movement was winning the Brown v. Board of Education decision which
A. Ordered public schools to desegregate.

B. Allowed black-white marriages.

C. Ended segregation of transportation.

D. Protected blacks rights to vote.

21. This organization focused on recruiting young activists and pushing for immediate change

A. SCLC

B. SNCC

C. NAACP

D. CORE

22. The sit-ins protested segregation in

A. Lunch counters.

B. Busses.

C. Trains.

D. All of these.
23. Sit-ins were primarily conducted by

A. Church groups.

B. Students.

C. Black WWII veterans.

D. The NAACP.

24. The Freedom Rides main purpose was

A. To desegregate interstate buses

B. Desegregate restaurant chains.

C. Desegregate bus waiting rooms.

D. Test southern states compliance with the Supreme Court ruling.

25. Which of the following was not a result of the Birmingham protests?

A. City facilities were desecrated.

B. Fairer hiring practices were instituted.

C. White churches in the city fully supported equal rights for blacks in all areas.
D. An interracial commission was established in Birmingham to aid in communication.

26. Use the following quotation from a Supreme Court decision to answer the following question. "We conclude that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal." This quotation expresses the decision in the case of

A. Plessy v. Ferguson

B. Virginia v. Loving

C. Korematsu v. United States

D. Brown v. Board of Education of Topeka

27. Use the following quotation from a Supreme Court decision to answer the following question. "We conclude that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal." The decision was based on the idea that segregated schools are likely to

A. Cause members of a minority to feel socially inferior.

B. Experience unnecessary administrative problems.

C. Place excessive burdens on school transportation.

D. Require unfair increases in school taxes.

28. "We will match your capacity to inflict suffering with our capacity to endure suffering... we will not hate you, but we cannot obey your unjust laws..." Dr. Martin Luther King, Jr. The above quotation advocates:
A. Segregation.

B. Anarchy.

C. Prohibition.

D. Civil disobedience.

29. Which action in U.S. history is an example of civil disobedience?

A. The National Association for the Advancement of Colored People sued the state of Kansas for violating the constitutional rights of public school students.

B. The Congress of Racial Equality supported legal segregation of buses and trains in the south.

C. The Southern Christian Leadership Conference organized a boycott in Montgomery, Alabama, until transportation facilities were integrated.

D. Rosa Parks refused to give up her bus seat to a white man.

30. An analysis of the civil rights leadership of Martin Luther King Jr., Stokely Carmichael, and Malcolm X would show that each

A. Received the greatest support from African Americans in the rural south.

B. Believed in the philosophy of passive resistance.

C. Rejected help from white supporters.
D. Chose a different method to try to achieve racial justice.

31. Opposition to civil rights reform in the 1960's is best illustrated by

A. Police action in Birmingham, Alabama
B. President Kennedy's actions
C. Northern members of Congress
D. All of the above

32. The "I Have a Dream" speech of Martin Luther King, Jr., during the March on Washington, in August 1963, appealed to African Americans because

A. It coined the phrase "black pride"
B. Many had long been deprived of their civil rights
C. It caused nostalgia for life in the Old South
D. It called for a violent revolution

33. The 1965 Voting Rights Act was a result primarily of

A. President Kennedy's support
B. The March on Washington and the Selma March
C. Mississippi Freedom Summer and the Selma March

D. The murders of civil rights workers: Chaney, Goodman, and Schwerner

34. Urban rioting by blacks from 1964 to 1968 occurred where and was a result of?

A. The south, frustration with discrimination in jobs, education, and lack of voting rights

B. The north, frustration with discrimination in jobs, education and police brutality

C. The south, young blacks becoming frustrated with SCLC's peaceful civil disobedience

D. The north, Martin Luther King and Malcolm X's assassinations

35. Which of the following was NOT an effect of the Civil Rights movement?

A. Black pride and black studies programs in schools

B. Guaranteed right to vote

C. Poverty in urban ghettos

D. An increase in elected black officials

36. Cesar Chavez used nonviolent means to organize Mexican-American

A. Voters
B. Students

C. Farm workers

D. Factory workers

37. The event that was most responsible for Cesar Chavez's group gaining negotiating power was

A. A strike

B. A protest march

C. An act of Congress

D. A national boycott

**Part 2: Essay Questions (40 possible points)**

Choose two of three following questions to answer. Read each question carefully and then answer in essay format.


2. 1968 was a turning point for the United States. To what extent is this statement an accurate assessment? In your answer, discuss national politics and civil rights.

3. How and to what extent did the Civil Rights Movement transform American society in the 1960s?
Title of Lesson: CIVIL RIGHTS TODAY
Grade Level: GRADE 11
Subject: U.S. HISTORY & GEOGRAPHY II, DCPS

Situating the Lesson:
The lesson plan concludes the unit on the Civil Rights Movement. In short, students can now analyze the origins, goals, key events, and accomplishments of Civil Rights movement in the United States. This lesson plan connects the African American Civil Rights Movement of the 1960s to current day efforts to protect the civil rights of African Americans.

Methods of Inquiry:
Students will read and analyze the context, audience, purpose, and point-of-view of an article connecting the African American Civil Rights Movement of the 1960s to current day efforts related to the civil rights of African Americans.

Instructional Goals:
SWBAT will be able to connect the African American Civil Rights Movement of the 1960s to current day efforts related to the civil rights of African Americans.
SWBAT examine the purpose of an opinion article’s content
SWBAT differentiate fact from opinion in an opinion article
SWBAT infer the context of the author’s opinion article

State/Content Standards:
District of Columbia
Grade 11
U.S. History & Geography II
STANDARD 11.11.
11.11. Analyze the origins, goals, key events, and accomplishments of Civil Rights movement in the United States

Instructional Materials:
1) “Selma and Ferguson” by Jelani Cobb, New Yorker (attached)

Set Induction:
1) Before reading the New Yorker article, write the following question on the whiteboard and ask students to offer answers, which will be written below the question on the whiteboard:
   What is the value of reading a piece about personal experience or informed opinion versus, say, the results of studies or balanced news stories on the same subject?
   Put another way, “What can we, the reader, gain from reading others’ experiences, opinions, and ideas?”
2) Distribute copies of the New Yorker article to students. Instruct students to silently read the article. Provide them 5 minutes to read it.
3) Instruct students to work with their assigned groups to analyze the “Selma and Ferguson” article (attached).
2) After reading, students in each group are to re-read a particular section of the article. Student 1 reads from the beginning until “…same day.” Student 2 reads from “On the afternoon…” until “African American residents.” Student 3 reads from “The National Review” until “…clergy members.” Student 4 reads from “The hesitance…” until the end of the article. 3) Each student summarizes his or her section of the article and shares their findings with classmates in the group. Classmates should write down points made by classmates.

Procedures:
1) Each group will share with the class their findings on the article.
2) Addressing the entire class, ask the following questions, written on the whiteboard. Cold-call on students who typically don’t participate in class discussion. Ask students to cite specific sentences or paragraphs from the article to support their claims:
   • What might be considered the writer’s thesis statement or paragraph? What is his take on the topic?
   • What insights and views does this writer have to offer?
   • What more do you want to know about the person writing this Op-Ed in order to better understand his opinion?
   • How is reading an opinion piece different than reading a news article by a reporter? What do you get from an opinion piece that you might not get from a news article?
   • What other opinions might be expressed about the same topic and who might express them?
3) Conclude the lesson with asking, “How do current events in today's cities and suburbs connect to the events of the Civil Rights Movement?”

Assessment/Closure:
Wrap-up the lesson by informing students of the next unit: the Vietnam War. State how the upcoming unit will have considerable overlap with the Civil Rights Movement.

Reflection:
Engaging students on an extremely sensitive issue must be conducted extremely carefully. Students may not be comfortable or mature enough to discuss current events in African American communities. A set induction or activity earlier in the unit that measures the students’ preparedness to discuss sensitive and sophisticated issues would be an important addition to this unit plan.

Additionally, process by which Lesson Plan 10 is taught may, in fact, be boring. The structure of instruction is very much “teacher-to-student” rather than “student-to-student”, a more desirable and effective method of engaging as many students into the lesson.
MARCH 8, 2015

SELMA AND FERGUSON

BY JELANI COBB

Laura Bush, Michelle Obama, President Obama, and U.S. Representative John Lewis mark the fiftieth anniversary of the civil-rights marches between Selma and Montgomery.

PHOTOGRAPH BY SAUL LOEB/AFP/GETTY

The report of the Department of Justice investigation into the Ferguson Police Department, catalyzed by the shooting of Michael Brown by a police officer, confirmed everything that we knew and included a great deal that we hadn't imagined. The report is a litany of flawed procedures, racial biases, municipal graft, and bureaucratic callousness. It confirms the reasons for local skepticism toward the Ferguson police, yet the sheer volume of misdeeds manages to make its testimony seem like understatement. The release of the report, just days before the first black President attended the commemoration of the fiftieth anniversary of Bloody Sunday, in Selma, made this week feel whipsawed by progress and stagnation.

This past summer, I arrived in Ferguson four days after Michael Brown's death, in August, and began talking with people in the Canfield Drive community, where he had been shot by the police officer Darren Wilson. Conversations about Brown's death often dovetailed with broader assessments of aggressive policing, the onerous ticketing and fines that made many people afraid to leave their communities, and the bureaucracy that enabled these problems. This is why the news that the Department of Justice found insufficient cause to file federal charges against Darren Wilson pales in light of the Ferguson report, released on the same day.

On the afternoon that preceded the first chaotic hail of tear gas and flash grenades from Ferguson police, in response to the initial round of protests that followed Brown's death, I talked with Estefía Umana and Malik Ahmed, two longtime activists in the greater St. Louis area, both of whom are part of a community organization called Better Family Life. Ahmed pointedly told me that Brown's death was a product of the relentless drive to generate revenue on the backs of poor people and to use the police as the chief mechanism for achieving it. He told me about residents who had quit their jobs because minor traffic violations had grown into huge financial burdens and arrest warrants. People reasoned that driving to work made them more vulnerable to being pulled over and arrested. Better Family Life began sponsoring an annual warrant-amnesty day with
the municipal court. By the organization's estimates, as many as four thousand people would come to the local high school to have their cases adjudicated, or to negotiate for additional time to pay court fees.

The hundred and two pages of D.O.J. findings read like a script about police corruption: a man who is sitting in his car after playing basketball in a public park is detained by an officer, accused of being a pedophile, and given eight citations. A woman who calls the police to report a domestic disturbance is arrested for a code violation. A clergyman pumping gas into a church van is handcuffed, detained, and insulted by a police officer investigating a theft at a nearby Dollar Store. From the safe remove of a television screen, the bedlam that erupted following the grand jury’s failure to indict Darren Wilson, in November, was commonly derided as an example of black lawlessness. But people who lived in Brown's community understood that, in fact, lawlessness had been rampant long before that November night, and that it was far from a uniformly black concern.

Race has blinded us to a good deal of what has happened on the streets of Ferguson. Subtract the reflexive recrimination and defensiveness attending Brown’s skin color, and it becomes clear that the Department of Justice report is not simply about racial profiling but also about corruption, though that word is never used in the report. The fact that the primary victims of this corruption are black, and the fact that the people who turned Ferguson's city services into a revenue machine are white, means that it takes more time and effort to recognize what was happening in Ferguson as graft. If we have learned anything new from the D.O.J. report, it is about the ways in which racism facilitated corruption, and the way that stereotypical views of black criminality camouflaged a practice of targeting—and all but extorting revenue from—African-American residents.

National Review led its coverage of the report with the headline “The Injustice the DOJ Uncovered in Ferguson Wasn't Racism” (http://www.nationalreview.com/article/415041/injustice-doj-uncovered-ferguson-wasnt-racism-ian-tuttle).” Of the report’s findings, Ian Tuttle, who wrote the accompanying article, argued,

But what the material in the report reveals is less a culture of racial animus than one of predatory government: “Ferguson's law enforcement practices,” states the report, “are shaped by the City's focus on revenue rather than by public safety needs.” In the interest of expanding its treasury, Ferguson has employed its police department — 58 officers, policing a town of 21,000 — as an enforcer of the myriad municipal regulations that, rigorously enforced, nickel-and-dime the citizenry to the local government's benefit. This is the injustice on which the Justice Department has stumbled, which helps to explain the city's racial tensions — and which merits urgent correction.
To arrive at this point, one must conclude that multiple reports of police hurling racial epithets at black residents and a string of racially derisive jokes e-mailed between Ferguson court and police officials do not represent “a culture of racial animus.” One would have to overlook the fact that blacks in Ferguson were searched by police twice as often as whites, despite the fact that they were twenty-six per cent less likely to be carrying contraband, suggesting that race in itself constituted a basis for suspicion. That suspicion fell not only on impoverished people who happened to be African-American but also on black business owners and clergy members.

This hesitance to reckon with the fullest implications of Ferguson was not confined to conservative critics. In his speech in Selma on Saturday, even President Obama spun the damning findings into a more optimistic narrative:

Just this week, I was asked whether I thought the Department of Justice’s Ferguson report shows that, with respect to race, little has changed in this country. I understand the question, for the report’s narrative was woefully familiar. It evoked the kind of abuse and disregard for citizens that spawned the civil-rights movement. But I rejected the notion that nothing’s changed. What happened in Ferguson may not be unique, but it’s no longer endemic or sanctioned by law and custom, and before the civil-rights movement it most surely was.

The President intended to make a useful clarification, yet it’s nearly impossible to overlook the fact that the battles in Selma were animated by a local police force empowered to uphold a racially toxic status quo on behalf of a white minority population. Ferguson’s is not a singular situation. It is an object lesson in the national policing practices that have created the largest incarcerated population in the Western world, as well as a veil of permanent racial suspicion—practices that many people believe will deliver safety in exchange for injustice. What happened in Selma is happening in Ferguson, and elsewhere, too. The great danger is not that we will discount the progress that has been made but that we have claimed it prematurely.

Jelani Cobb has been a contributor to *The New Yorker* and newyorker.com since 2013, writing frequently about race, politics, history, and culture.