

Civil Rights in the 21st Century Graduate Project
Lesson Plans

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HIST 581 Civil Rights in the 21st Century

Course: AP United States History (fulfills the 10th grade requirement for Social Studies)

Grade Level: High School Sophomores

Class Size: 34

Unit: Period 8 (1945-1980)

Duration: 5 Days (Modified Block Schedule, 80 minutes) and 1 day for assessment.

College Board (Advanced Placement United States History) Standards:

Key Concept 8.2: *New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.*

Sub Concept I: Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.

Topics:

- A. During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combated racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.
- B. The three branches of the federal government used measures including desegregation of the armed services, *Brown v. Board of Education*, and the Civil Rights Act of 1964 to promote greater racial equality.
- C. Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.

Sub Concept II: New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

Course Context and Overview of Text and Unit Content:

This set of lessons is set within the larger context of the Period 8 Unit for an Advanced Placement United States History course. This course is an elective that meets the requirement for Sophomore students and is designed to challenge more advanced students with increased pacing and rigor. A typical reading workload for our AP courses is a full chapter of college level text reading per week from our course text, *Give Me Liberty! 3rd Edition*.

In the weeks prior to these lessons, students will have completed their text reading/note taking and completed a formative reading quizzes and online discussion for each chapter. *Chapter 23: The United States and the Cold War* (pages 948-983) regarding the Truman administration's civil rights policies and actions and the influence of the Cold War on the civil rights movement.

THE TRUMAN PRESIDENCY • 966

The Fair Deal • 966 • The Postwar Strike Wave • 967 • The Republican Resurgence • 967 • Postwar Civil Rights • 968 • To Secure These Rights • 969 • The Dixiecrat and Wallace Revolts • 970 • The 1948 Campaign • 970

and completed a formative reading quizzes and online discussion for each chapter. *Chapter 23: The United States and the Cold War* (pages 948-983) regarding the Truman administration's civil rights policies and actions and the influence of

Chapter 24: An Affluent Society (pages 986-1033) covers the civil rights movement during the 1950s and the Eisenhower Presidency. Topics include the *Brown* case, Montgomery and Little Rock and the massive resistance efforts of the southern

VOICES OF FREEDOM: From The Southern Manifesto (1956), and From Martin Luther King Jr., Speech at Montgomery, Alabama (December 5, 1955) • 1016

THE FREEDOM MOVEMENT • 1018

Origins of the Movement • 1019 • The Legal Assault on Segregation • 1019 • The Brown Case • 1020 • The Montgomery Bus Boycott • 1021 • The Daybreak of Freedom • 1022 • The Leadership of King • 1023 • Massive Resistance • 1024 • VISIONS OF FREEDOM • 1025 • Eisenhower and Civil Rights • 1026 • The World Views the United States • 1027

THE FREEDOM MOVEMENT • 1037

The Rising Tide of Protest • 1037 • Birmingham • 1038 • The March on Washington • 1039

states.

Finally, *Chapter 25: The Sixties* (pages 1034-1079) covers the civil rights movements during the Kennedy and Johnson administrations and also covers the changes to the movement including the emergence of the Black Power movement, the emergence of Malcolm X and the Black Panthers, and the anti-war movement.

THE KENNEDY YEARS • 1040

Kennedy and the World • 1041 • The Missile Crisis • 1041 • Kennedy and Civil Rights • 1042

LYNDON JOHNSON'S PRESIDENCY • 1043

The Civil Rights Act of 1964 • 1043 • Freedom Summer • 1044 • The 1964 Election • 1045 • The Conservative Sixties • 1046 • The Voting Rights Act • 1047 • Immigration Reform • 1047 • The Great Society • 1048 • The War on Poverty • 1048 • Freedom and Equality • 1049

THE CHANGING BLACK MOVEMENT • 1050

The Ghetto Uprisings • 1051 • Malcolm X • 1052 • The Rise of Black Power • 1052

Additionally, students completed the course readings about the Reconstruction Era in the second trimester of the course. The chapter that will be pertinent to our lessons for the Civil Rights Movement is *Chapter 15: What is Freedom? Reconstruction: 1865-1877* (pages 584-625). Students will also have read the essay, *The Checkered History of the Fourteenth Amendment* by

Eric Foner. During that unit, students participated in a Socratic Seminar with Foner's essay as the centerpiece for the dialogue.

The challenges of the AP U.S. History curriculum are typical to most survey courses with regard to in-depth examinations into specific historical content. The "depth v. breadth" debate, then, is not new to the AP instructor. As such, this unit will address the key themes in such an expansive unit through cooperative inquiry.

Unit: Period 8 - The Post War 20th Century

Topic: The Civil Rights Movement

Lesson: *Reconstruction Review.*

Materials:

- PBS's "*Freedom: A History of US*," Episode 7 - *What is Freedom?*

Learning Objectives:

- Students will be able to describe the major legal civil rights advancements made during the Reconstruction era and the resistance to them as the Gilded Age began.

Activities:

1. Review of Chapter 15: Discussion and Notes: Students, in their small study groups, will review the following focus questions:

- Do you think Reconstruction was a success or a failure? Explain.
- Why does Eric Foner call the Gilded Age an "overthrow of Reconstruction"?

2. Video: Begin *Freedom, A History of US, Episode 7*. Students will watch the video in class (the conclusion of the video is available to them on our districts learning management system, Schoology). Students will answer the following questions as they view the film

- How was the United States a "Wounded Nation" regarding civil rights?
- What changes/progress were made throughout Reconstruction towards increased equality
- In what ways did the South need to be "rebuilt" socially and politically?
- Why was the impeachment of Andrew Johnson important to Reconstruction?
- Why would some call Reconstruction a "failed revolution"?
- Describe the significance of the Plessy Case, Jim Crow and the doctrine of "Separate but Equal".

3. Direct Instruction: In a class mini-lecture/discussion of Jim Crow and Segregation

4. Reading Assignment: Race and Voting in the Segregated South, from the Constitutional Rights Foundation's Publication, *The Bill of Rights in Action* (Spring 12:2:B). Reading and notes are due tomorrow.

Unit: Period 8 - The Post War 20th Century

Topic: The Civil Rights Movement

Lesson: *Primary Documents and the Civil Rights Movement.*

Materials:

- *Voices of Freedom, Volume II*

Learning Objectives:

- Students will be able to describe the debate, progress and resistance to the civil rights movement of the 1950s and 1960s and the diversity of the movement regarding civil rights protest and tactics.

Activities:

1. **Direct Instruction:** In a class mini-lecture/discussion, I will review some of the main themes for an overview of the civil rights movement of the mid-20th century. Today's theme: voting and legal rights and resistance to the civil rights movement.
2. **Document Analysis:** Students will each be assigned a primary document reading from Eric Foner's Reader, *Voices of Freedom*. After reading, students with the same document will briefly review their reading and discussion questions (found at the end of the reading) The readings are:
 1. A Sharecropping Contract, 1866.
 2. President's Commission on Civil Rights, To Secure These Rights, 1947.
 3. The Southern Manifesto, 1956.
 4. Martin Luther King Jr. and the Montgomery Bus Boycott, 1955.
 5. John F. Kennedy, Speech on Civil Rights, 1963.
 6. Malcolm X, The Ballot or the Bullet, 1964.
 7. Lyndon B. Johnson, Address at Howard University, 1965
3. **Breakout Discussion and Instruction:** Students will then form groups with a student from each reading. Students will briefly explain the key themes from their readings.

Unit: Period 8 - The Post War 20th Century

Topic: The Civil Rights Movement

Lesson: *Introduction to Civil Rights Research.*

Materials:

- Handouts: Class Roles and Assignments.

Learning Objectives:

- Students will be able to describe the debate, progress and resistance to the civil rights movement of the 1950s and 1960s and the diversity of the movement regarding civil rights protest and tactics.
- Students will be able to adopt the role of a “character” (a person, event or legal case/law) in the civil rights movement.

Activities:

1. **Direct Instruction:** In a class mini-lecture/discussion, I will review some of the main themes for an overview of the civil rights movement of the mid-20th century. Today’s theme: changes and divisions in the movement, Black Power and the Black Panther Party.
2. **Activity Introduction:** In class, we will go over the Civil Rights Roundtable activity. After an initial description of the activity, I will conduct a brief discussion of the key “issues to be considered” that will be the focus of their research. Then, students will receive the “Roles” handout, identifying the key individuals, events and laws/court decisions.
3. **Role Assignments:** Students will be given their character assignments. Additionally, I will require the following questions answered as a student’s “Entrance Ticket” for the following day. Students will be asked to focus on the following ideological issues:
 - *What are, according to your “character”, the most important issues regarding race in this country?*
 - *What role should the Federal Government play in the civil rights movement?*
4. **Sign Up and Research Time:** Students will have several days to complete their research to prepare for the Roundtable discussion.

Comparative Essay: Civil Rights

Formal Assessment (Optional Assessment. Replacement Practice DBQ also available)

Respond to the following prompts in a formal comparative essay regarding the character you chose and ONE OTHER participant in the roundtable discussion.

1. Issues that were important regarding race during the Civil Rights Movement. I need you to be fairly specific here. Responses like “equal rights” and “freedom” are too general. What were the social, economic and political issues involved?

2. To what extent was the Federal Government successful in creating “equal protection” and “equal opportunity” for ALL citizens of the United States? (WRITE THIS AS THESIS PARAGRAPH FOR A HISTORICAL ARGUMENTATIONS ESSAY)

Resource List for Lessons and Activities

The College Board, <https://www.collegeboard.org/>

Constitutional Rights Foundation, *Bill of Rights in Action*, <http://www.crf-usa.org/>.

Foner, Eric. *Give Me Liberty!: An American History*. New York: W.W. Norton & Company, 2011.

Foner, Eric. *Voices of Freedom: Vol.II*. New York: W.W. Norton & Company, 2011.

Library of Congress, <https://www.loc.gov/>.

Oyez, <https://www.oyez.org/>.

Freedom: A History of US: Episode 7. "What is Freedom?". PBS

United States Census Bureau, <https://www.census.gov/>.