

## **EDU 6710 C15 - the Enduring Legacy of the American Revolution – Equality**

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### **Two Movements Journey Towards Freedom**

**April 12, 2010**

**Grade Level: 8**

#### **Seminar Impact:**

The summer seminars made me even more aware of how the struggle for civil rights is a world wide experience that is still being addressed today. This was especially emphasized by Nancy Lynch from the Peace and Justice Center in Burlington. It also became clear to me that a country needs to have economic prosperity before it can pursue equality for its citizens and be successful in that pursuit (Haiti). Listening to the music of the 1960's was helpful, being reminded of the lyrics about striving for equality. I liked Mrs. Snelgrove's presentation on the value of using pictures to practice writing higher levels of questions, generated by the students. The seminar helped me to focus on how to create this unit.

#### **Milestones:**

- Two weeks after the summer seminar, I started creating my unit for school because I had to teach it in September because I had to prepare the eighth grade to see the play, "A Raisin in the Sun".
- December- I added some new ideas after teaching the unit. I also worked on the Annotated Bibliography.
- April – I made a final revision so it could be taught more thoroughly in eight weeks and could be revised further for grades 9 to 12.

#### **Proposal for the Unit:**

Students will discover the values and ambitions of the young African-Americans in the 1950's were significantly different than today. Also, women had a very confining place in society then. The struggle for equality for the African-Americans was initiated by the Civil rights movement of the 1950's and 1960's and was naturally followed by the Women's Movement of the 1960's. African-Americans and women are the two groups of people that were left out of the Declaration of Independence. In fact, each group was not given voting privileges in the Constitution until the 15<sup>th</sup> and 19<sup>th</sup> amendments. The Civil Rights Movement and the women's Movement continued the journey for freedom and equality that began with the American Revolution.

After the Civil War in America, the promise of “life, liberty and the pursuit of happiness” as stated in the Declaration of Independence was not extended to former slaves or women. Neither group could vote in an election or run for office and in many cases, could not own property. The eighth grade class had the opportunity to go to the Weston Playhouse last fall to see the play. “A Raisin in the Sun” which was written by Lorraine Hansberry in 1959. This unit was designed to help them understand the historical context of the play and why the play was written at that time.

### **Central Questions:**

- What was the difference between the northern and southern states in the treatment of Blacks after World War II?
- How did the legislation passed by Congress and the rulings handed down from the Supreme court in the 1950’s encourage Blacks to be more active in pressing for their rights than in previous decades?
- What were some of the different perspectives on how the civil rights of Black African-Americans could be achieved in the 1950’s and 1960’s?
- Which type of leadership was the most productive: peaceful or violent?
- How does racism lead to racial segregation?

### **Challenge Questions:**

- Explain how the play, “A Raisin in the sun” reflects the political and cultural climate of the 1950’s.
- Compare and contrast the Black Nationalism Movement of the 1950’s with the American Colonization society of a century before.
- How did the Jim Crow Laws of the south enforce racial segregation there?
- Why was the NAACP formed?
- How did the Southern Christian Leadership Committee organize the Civil Rights protests in the south?

### **Lesson Length:**

- Two block periods a week (100 minutes each) every other day.
- One 50 minute class at the end of the week.
- Duration: 8 weeks.

**Key Ideas:**

- Civil Rights Movement
- Woman's Suffrage Movement
- The Political, social, Economic and cultural values of the 1950's
- The counter culture reaction in the 1960's to the conformity of the 1950's and our society today reflects its changes.
- When a Federal Law overrules a State Law.
- Examine society through religious conviction

**Intended Learning Outcomes:**

- To understand why Blacks became concerned about their civil rights at this time in history
- To understand all the various perspectives on racial segregation in the 1950's
- To evaluate primary documents like Brown vs. the Board of Education (1954), Executive order 9981 (1948), which integrated the armed forces
- To understand what peaceful demonstrations were organized and why they sometimes turned violent
- To understand how music gave momentum to the changes that were taking place in society
- To understand how structured government affects its citizens
- To understand relations between individuals when they share physical and human resources

**National History Standards for grades 5-8:****NSS-C.5-8.1 CIVIC LIFE, POLITICS AND GOVERNMENT**

What are Civic Life, Politics and Government?

- What are the nature and purposes of constitutions?

**NSS-C.5-8.2 FOUNDATIONS OF THE POLITICAL SYSTEM**

What are the foundations of the American Political System?

- What is the American Idea of constitutional government?
- What are the distinctive characteristics of American Society?
- What is the American political culture?
- What values and principles are basic to American constitutional democracy?

**NSS-C.5-8.3 PRINCIPLES OF DEMOCRACY**

How does the Government Established by the Constitution Embody the Purposes, Values and Principles of American Democracy?

- How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?

- What does the national government do?
- How are the state and local governments organized and what do they do?

#### **NSS-C.5-8.5 ROLES OF CITIZENS**

- What are the rights of citizens?

#### **NSS-G.K-12 HUMAN SYSTEMS**

As a result of their activities in grades K-12, all students should

- Understand the processes, patterns, and functions of human settlement.
- Understand how the forces of cooperation and conflict among people influence the division and control of the Earth's surface.

#### **NSS-G.k-12.5 ENVIRONMENT AND SOCIETY**

As a result of activities in grades K-12, all students should

- Understand how human actions modify the environment.
- Understand how physical systems affect human systems.
- Understand the changes that occur in the meaning, use and distribution, and importance of resources.

#### **NSS-USH.5-12.9: POSTWAR UNITED STATES (1945 TO EARLY 1970's)**

- Understands domestic policies after World War II
- Understands the struggle for racial and gender equality and the extension of civil liberties

### **Vermont Grade Expectations for History and Social Sciences**

#### **Inquiry**

- **H&SS7-8:5 Students develop reasonable explanations that support the research statement by**  
-Choosing and using appropriate methods for interpreting information, such as comparing and contrasting, summarizing, illustrating, generalizing, sequencing, synthesizing, analyzing, and/or justifying. (Two accounts might differ)
- **H&SS7-8:6 Students make connections to research by**  
-Formulating recommendations and/or making decisions based on evidence.
- **H&SS7-8:7 Students communicate their findings by**  
-developing and giving oral, written, or visual presentations for various audiences.

#### **History**

- **H&SS7-8:8 Students connect to the past and present by**  
-Investigating and evaluating how events, people, and ideas (democracy for example) have shaped the United States and the world, and hypothesizing how different influences could have led to different consequences.

- **H&SS7-8:9 Students show understanding of how humans interpret history by**
  - Identify different types of primary and secondary sources and evaluating possible biases.
  - Evaluating the credibility of differing accounts of the same event(s).
  - Evaluating attitudes, values, and behaviors of people in different historical contexts.
- **H&SS7-8:10 Students show understanding of past, present and future by**
  - Making predictions and/or decisions based on an understanding of the past and the present.
  - Identifying important events in the United States and/or the world, and describing multiple causes and effects of those events.
  - Explaining transitions between eras that occurred over time as well as those that occurred as a result of a pivotal event.

### **Civics, Government and Society**

- **H&SS7-8:14 Students act as citizens by**
  - Explaining and critically evaluating views that are not one's own.
- **H&SS7-8:15 Students show understanding of various forms of government by**
  - Identify key documents on which U.S. laws are based and where to find them.
  - Describing how government decisions impact and/or relate to their lives.
  - Describing the basic principles of American Democracy
- **H&SS7-8:16 Students examine how different societies address issues of human interdependence by**
  - Analyze how shared values and beliefs can maintain a subculture.
  - Describe the purposes and functions of government and nongovernmental international organizations
  - Analyze differences and similarities among people that arise from factors such as cultural, ethnic, racial, economic, and religious diversity, and describe their costs and benefits.
  - Citing examples, both past and present, of how diversity has led to change.
  - Explaining ways in which conflicts can be resolved peacefully.
- **H&SS7-8:17 Students examine how to access to various institutions affects justice, reward and power by**
  - Compare how different groups gain or have been denied access to various institutions, and describing the impact that has had on these groups in the US and other countries.
  - Identifying and describing examples of tensions between belief systems and government policies and laws, and identifying ways these tensions can be reduced.

## **Preparation for Teaching:**

**Textbook Readings** – *America Is* by Glencoe

### **Supplementary Resources:**

- My abbreviated debate rules
- Spotlight on America: The Constitution by Teacher Created Resources
- Movements in American History by has constructing a timeline for that period, protest pyramid, collecting information on the protest leaders
- “But Now I Know” Poetry
- Hands-on History by Shell Education: the Civil Rights movement- contains pictures, political cartoons, read alouds for co-op group discussions
- The U.S. Presidency: Truman, Eisenhower, Kennedy, Johnson, and Nixon
- 61 Cooperative Learning Activities in U.S. History by Kate O’Halloran: 1950’s and 1960’s Teenagers and the Civil Rights movement (research and write a speech to thank them)
- The play, “Freedom on the Menu: The Greensboro sit-Ins”, by Carole B. Weatherford.
- Sarah’s Long Walk by Stephen and Paul Kendrick
- Lyrics of the social protest songs of the 1960’s
- Bring History Alive! A Sourcebook for Teaching United States History

### **Videos-**

- race riots, Martin Luther King Speech
- clips from “The Tuskegee Airmen”- to illustrate the enforcement of the Jim Crow Laws,
- “Citizen King” (PHS Home Video)-overall background of the era
- The Other Side of the Mirror (Bob Dylan at the Newport Folk Festival)
- Keep an Eye on the Prize at pbs.org- primary source on the actual demonstrations in the south).

### **Primary Sources:**

- Brown vs. The Board of Education
- Plessey vs. Ferguson,
- The Civil Rights Movement by Teacher Created Materials- questions on back of the photograph are based on Bloom’s Taxonomy (co-op groups to do)
- Copy President Eisenhower’s address to the nation regarding the dispatching of troops to Little Rock in 1957
- Copy of the Letter from the Birmingham Jail
- “I Have a Dream” speech by Martin Luther King
- Decisions of Chief Justice Earl Warren’s court
- The Declaration of Independence
- The United States Constitution.

**Websites:**

[www.bobdylan.com](http://www.bobdylan.com)

[www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)

<http://familyeducation.com/civil-rights/african-american-history>

[http://historyonthenet.com/Slave Trade/civilrights.htm](http://historyonthenet.com/Slave_Trade/civilrights.htm)

<http://www.infoplease.com/spont/civilrightstimeline1.html>

<http://www.readwritethink.org>

[www.pbs.org](http://www.pbs.org) **Keep an Eye on the Prize** (primary documentation), video

**Rock and Roll Hall of Fame website**

**Activities:** There will be an introduction, teaching moment and closure for each lesson.

- Research a civil rights leader and introduce to the class.
- Folk Music of the 1960's
- Historical Literary circles to discuss the primary documents
- Analyzing pictures and political cartoons
- Reader's Theater – Freedom on the Menu, the Greensboro Sit-Ins
- Posters promoting integration and why
- Power point Presentation of one of the Civil Rights protests
- Student debates- Should integration be immediate or gradual in the U.S.
- Mock trials ( Emmett Till)
- Guest speaker(s) on social justice
- Videos on civil rights issues and to gain background

**Assessments:** Rubrics are teacher created or off the internet.

- Tests, quizzes
- Music of that era- analyze the lyrics
- Cooperative Group work on the primary documents, participation
- Worksheets and graphic organizers, interpreting maps, graphs etc.
- Posters on integration (rubric)
- Reader's Theater participation
- Power point presentation (rubric)
- Writing a critical essay on a civil rights topic for Blacks or Women.
- Book Review for Sarah's Long Walk
- Present the details about the civil rights leader to the class(rubric)
- Any of the activities listed above would be graded by a rubric.

**Annotated Bibliography:** see attached.

**Accommodations will be made according to the IEP and 504 plans**

## Works Cited

Chafe, William H., Civilities and the Civil Rights. New York. Oxford University Press. 1981.

This resource is about the civil rights activities in Greensboro, South Carolina in the 1950's including the Greensboro Sit-Ins at the lunch counter and the following economic boycott in order to make the point about African-American civil rights being given in the south. It is very relevant because it gives a microcosm view of the civil rights movement that was going on in the whole country at the time and that centered in the Southern United States. It was written to record the faith and courage it took to stage such a sit-in and avoid violence while protesting. It helps my research to give me a better understanding of the times and I plan to use the sit-in as the focus in one lesson. The information is accurate and it has 19 pages of sources and notes of explanation and a seven page index of terms. Other sources do support Mr. Chafe's conclusion, which is that negotiation needs, applied force when simple protesting is not being respected and addressed. The author is a professor of History at Duke University and the Co-Director of the Duke Oral History Program and its Center for the Study of Civil Rights. It is written in narrative form at middle to high school grade reading level. It could easily be used by students.

Chafe, William H., Sitkoff, Harvard and Bailey, Beth, A History of Our Time. New York. Oxford University Press. 2008

This is a collection of documents and essays on U.S. History from 1945 to the present. It is relevant because it highlights the issues that were driving forces in our cultural revolution going on in recent times. It is meant to be a reference book in order to read about the different political perspectives on the major issues in America after World War II. It is useful because it is a primary document source for nine categories of information. It covers everything from America becoming a World Power (John F. Kennedy writing about the Cuban missile Crisis to Joseph R. McCarthy on the Internal Communist Menace). Other categories include our affluent society, civil rights and racial justice, gender struggles and sexual liberation, the Vietnam War, confrontations (ex. the Weathermen), the New Era of Conservatism, the U.S. in post Cold War, and the changing shape of American society. I would judge the information to be accurate because it consists of editorials, testimonies, speeches etc. Also, some of the authors are former Presidents. It was first published in 1983 so it is up to date. Since it includes speeches and editorials, the reading level is at about the reading level of a newspaper. It could be a resource for the classroom.

Farley, Reynolds and Allen, Walter R., The Color Line and the Quality of Life in America. New York. Oxford University Press. 1989

The statistics of this volume are from the 1980 census. It consists of the research done by social scientists to investigate the social, economic and demographic developments in the U.S. along the lines of race. Segregations have existed in our country since its birth so it is important to determine where the line is drawn, in economics, in education, in health, and in employment. In addition to mathematical charts and tables, the authors provide a narrative discussion of what these mean to our society at large. The book was written to provide facts and data on the color line in America. It does enhance my research because I can look up factual data to help explain some of the lessons in my unit. It is accurate since the charts and tables are provided by the 1980 Census Bureau. One of its authors served on the National Committee for Research on the 1980 Census and is listed being from the University of Michigan. Mr. Farley is a research scientist at the Population Studies Center and Professor of Sociology there. Mr. Allen is also a Professor of Sociology at the University of Afro-American and African Studies at the University of Michigan. I would therefore judge the information to be reliable and accurate. The reading level appears to be high school and above because of the level of vocabulary, however, the charts and graphs are very good visuals to help in order to help understand the information being presented. I would keep it for a resource book in the classroom.

Frazier, Thomas R., "Afro-American History: Primary Sources.". New York. Harcourt Brace Jovanovich Inc. 1981

This is a collection of primary resource documents to help establish Afro-American history as an important part of American History. It shows the relevance of black history without emphasizing slavery and blacks being a dilemma in society after the emancipation of slavery. It is intended to serve as a forward to Black American History and to show the wide scope of the African-American Experience. It is presented in chronological order to reveal black life experiences, accounts of leaders and position papers of black organizations. It spans the colonial period to the 1970's. Each section has a preface that provides the historical setting of the primary resource documents that follow it. Then there are questions in the follow up that are designed to assist the student understanding the document. The students would gain some useful incites into the Black American experience when reviewing the questions at the end. Since this editor writes for a reputable publishing company, I would assume that he is well qualified for assembling this collection of primary documents. The reading level looks like it is middle to high school and would be an excellent reference book for the classroom.

Hofstadter, Richard and Hofstadter, Beatrice K., "Great Issues in American History." New York. Random House. 1982.

This resource centers on political controversy in the United States from 1848 to 1981. It is very relevant because it is a primary source written by various statesmen, judges, important people and legislative bodies. It is meant to be used along with a history textbook. It gives an in depth look into an issue. There are nine sections, each having an introduction by the editor to provide historical context. The nine sections include Reconstruction and After, Industrialism and Social Reform, Agrarian Protest, Imperialism and War, Progressivism, Prosperity And Depression, World War II and the Post-War World, Civil Rights, The Government and the Economy, and Foreign Policy. The editors assembled this collection of materials for Random House Inc., the Vintage Book Collection. It is kept in the Library of Congress so I therefore can assume that it is accurate and would agree with other sources. It was updated by Beatrice Hofstadter after her husband's death, adding the events from 1970 to 1981. The reading level is at middle to high school so it would be an excellent reference book for the classroom.

Kendrick, Stephen and Kendrick, Paul, Sarah's Long Walk. Boston. Beacon Press 2004.

This book presents a fascinating true story of the case, Sarah Roberts vs. The City Of Boston in 1849, one hundred and fifty years before the famous supreme court Case of Brown vs. the Board of Education. It provides many details about the free Blacks of Boston and their struggle to get the Boston schools integrated. Sarah Roberts had to walk past five white schools to get to her school. The case is about Civil rights and it took place in the age of abolitionism. One of Sarah's lawyers, Charles Sumner argued that a school devoted to one class of people in its "spirit and character" is not a public school known to the law..." Through boycotts, protests and using white allies, the black community achieved victory within five years. It gives incite as to how Brown vs. the Board of Education was argued later. The information is accurate. It contains an eight page index and fourteen pages of Notes that refer to various court cases. It can also be found in the Library of Congress. It is written in narrative form and would serve as an excellent resource whether read in full or used as needed by index reference.

Levine, Suzanne B. and Thom, Mary, Bella Abzug. New York. Farrar, Straus and Giroux. 2007.

This resource is an oral history about one woman's entire life being devoted to social justice which she began in 1932 at age twelve by collecting money for the creation of the state of Israel. One hundred and six people are quoted concerning their interaction with Bella when they pursued causes for social justice ranging from labor, peace, human rights, civil rights and the woman's movement. There is a twenty page index, a bibliography and footnotes on various sources. The authors are leaders on women's issues at the national level. It was written to

document the fact that Bella Abzug was an activist and leader of the entire social justice issues of her lifetime from 1920 to 1998. It would be a good resource book for the various social justice issues in the United States. It is readable because it is written in a conversational tone because so many people are quoted in the oral history.

Marable, Manning, Race, Reform and Rebellion. Jackson. University Press of Mississippi.1991.

The subtitle of this book is The Second Reconstruction of Black America, 1945-1990. It is a very thorough study of the struggle of black freedom through political, social and moral reform after World War II. Even though integration had been achieved, there was a repercussion to this experience. The author stated in the preface that, “ the devastating economic and social impact of Reagan’s domestic policy agenda was being felt in dozens of black communities, and traditional civil rights leaders seemed to lack creative proposals for effective resistance.” He later states that this current generation of Blacks who have not personally experienced segregation need to learn the lessons so that history will not be repeated. He uses the term economic justice and what it means when factories leave the inner city and jobs become scarce and how this leads to single parent homes, drugs and crime to the people of color who cannot afford to move. There are nine chapters that basically cover the high point and the regression Black power. They include a prologue and epilogue, a biographical essay of the leaders of that era. There are seventeen pages of notes of documentation, a fifteen page bibliography (includes many primary documents) and an index. I think it is a valuable resource for the classroom in order to understand the black power movement and how little desegregation has accomplished. The reading level is middle to high school.

Powers, Ron, Mark Twain, A Life. New York. Free Press.2005

This book is written about an author who lived in the heart of the country as he grew up and later travelled extensively in the West when it was growing dramatically and in the East and in Europe. His lifetime spanned from 1835 to 1905 and he wrote extensively about all his experiences. He wrote about the American character. The author, Ron Powers, grew up in Hannibal, Missouri, like Twain, and was captivated enough by the legends about Mark Twain to do extensive research on him. It is a 627 page book, sixty pages of footnotes (using many primary sources) and a twenty-four page index. Mr. Powers has won a Pulitzer Prize and an Emmy Award and appears to be an authority on Mark Twain. I think it was a very good resource for me as the teacher to read for background knowledge of the times since Twain is considered by many to be “the Father of American Culture”. The vocabulary level is high school or above.

Ross, James Robert, “The War Within”. New York, Sheed and Ward. 1971

This is a collection of twelve essays concerning racism and the church. The subtitle is Violence or Nonviolence in the Black Revolution. Some of the authors include Stokely Carmichael, Malcolm X, Eldridge Cleaver and Martin Luther King, Jr. It has

three sections: Trends in the Black Mood, Variations on Black Theme and The Debate between Violence and Nonviolence. The editor gives a brief introduction to each in order to provide its historical context. The essays were written by the leaders of the Black community in the 1960's, when all the protests for equality of blacks were occurring. I think that the way the book is divided gives an all round perspective. It indicates that the editor is pursuing accurate information using primary document essays. It is about the same reading level as a newspaper. I would use it as a resource in the classroom to give students insight into the experiences and opinions of the 1960's so they could understand why there was so much protest.

Schiff, Karenni Gore, Lighting the Way, Nine Women Who Changed Modern America. New York, Miramax Books.2005.

This book is about nine women who truly are American heroines but are less known. The author desires to broaden this scope. She is the daughter from a prominent political family, Al and Tipper Gore' and grew up around political leaders. She was inspired by her grandmother who worked very hard as a public servant when her husband served in the Senate and had been overlooked because of the conventional male bias when it comes to leadership. All nine women were involved in causes at the grassroots level. They campaigned against segregation and lynching, regulating industrial chemicals in factories, Social Security and collective bargaining, abolishing the poll tax and racism, establishing citizenship school and registering black voters, organizing farm workers, reproductive rights and advocating for children. The author also wanted to show how valuable the role of opposition is in our American Democracy in order for changes to happen. Karenni Gore Schiff is the director of community Affairs for the Association to Benefit Children. She also has worked as a lawyer and journalist. This is a very scholarly work which includes seventy-five pages of end notes, and a fifteen page index. It fits my research because any one of these women would be an excellent study for a student as we do the unit on the heroes of equality. The reading level is about middle to high school and it is told in narrative form. It is very up-to-date since it was published in 2005. I would definitely use it in the classroom.