

**Ron Eisenman**

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

**Title:** Heroes of Equality, 1950-1975

**Date:** 9/13/09

**Grade level:** 11-12

**Seminar Impact:**

I was unable to attend the seminar this summer, so I watched the keynote sessions on DVD. In this format, I missed out on the ability to ask follow-up questions and talk with colleagues and TAH advisors about the subject matter of the seminar. However, after participating in this seminar for the past five years, I understand the themes of Heroes and Revolutionary values quite well. Professor Chafe's presentation and book Civilities and Civil Rights: Greensboro, North Carolina, and the Black Struggle for Freedom really brought home the idea that the Civil Rights Movement specifically, and social movements in general, occur within community and historical contexts. In Greensboro, there were community leaders who paved the way for the young activists, primary leaders while the events unfolded, and everyday people from different walks of life who took great risks to fight for equality. This insight is one of the prime motivations for this unit.

The seminar has also provided extraordinary resources for developing the unit. In books such as "Freedom's Daughters," "Lighting the Way," and "A History of Our Time," we were provided with many examples of often overlooked heroes of the women and civil rights movements. In this unit, students will read some of these materials and research some of the same characters independently. Finally, the opportunity to discuss the project with TAH advisors was invaluable. Mary Fregosi suggested several resources that discussed characters that would fit the focus of this project.

**Milestones:**

9/13/09: In June, I read the William Chafe book Civilities and Civil Rights, which I really liked. While I had always been intrigued by the videos and pictures of white people attacking the black students at the lunch counter, I didn't understand how and why that came about. The Chafe book does an excellent job of putting this event in the context of Greensboro. As a result of reading the book, I can really understand why these students took that step as well as the reaction by the white community. It is only in the last week that I have revisited the contents of this seminar. Last weekend, I watched the 4 DVD tapes of the session and began the book about Bella Abzug. I have also begun researching about the connection between the Cold War and Civil Rights.

12/18/09: I just finished piloting a scaled down version of this project. I taught my civil rights unit stressing many of the themes of this unit plan. Students examined how the success of social movements depends to a large part on the heroism and sacrifices of everyday people. We examined the roles of people from many walks of life, such as artists, musicians, politicians, lawyers, and manual laborers, in creating social change. Women and previously unheralded figures were included in this unit.

4/18/10: I am completing the formation of the unit. I have created a Ning site for student discussion of civil rights topics. I have also created made the final selection of primary and secondary resources that will be used in each activity.

**Proposal Number:** Two

**Proposal:**

In this unit, students will study the Civil Rights Movement from 1945-1970. This unit will be the centerpiece of a larger unit focusing on Post-World War II social movements, which will also examine the movements for women's rights, gay rights, Chicano rights, Native American Rights, and the environmental protection. Using their computer-based technology, textbooks, primary documents, and video footage, students will gain an understanding of the primary events, key leaders and organizations, goals, methods, and impact of these social movements. The culminating classroom project will be the creation of a Heroes of Equality (1950-1975) wiki. Students will research both well-known and lesser-known heroes from this era. The list of heroes will include people who have contributed to equality in the U.S. by engaging in a variety of occupations, such as musicians, workers, preachers, professionals, etc... Students will also be required to discuss many of the key issues in this unit with students from other states and countries using a Ning site.

**Central Questions:**

- What is a hero?
- How did the enduring value of equality impact social movements in the three decades after WWII?
- Do all individuals have the capacity to act heroically and fight for social change?
- Are the contributions of everyday people important to recognize in trying to understand the nature of the social movements of the era?
- Was the social upheaval of this period a positive or negative development in U.S. history?
- What are the key events of the various social movements of this era? What were their goals and methods? Who were the key leaders and organizations? What were their accomplishments?

**Challenge Questions:**

- What are the historical roots of the social activism of this era?
- What is the role of government and law in the achievement of equality?
- Did governmental officials hinder, promote, or stay neutral in the fight for equality in this era?
- How do individuals form and change their beliefs about equality?
- To what extent is group consciousness necessary for social activism?
- To what extent does democracy provide tools and mechanisms for social change?
- Have the goals of these movements been achieved or is the struggle ongoing? If so, are there any organizations today that are the outgrowth of those in the past? What is the main focus today?

**Lesson Length:** 1-2 weeks

**Key Ideas:**

- The massive social changes that occurred by the early 1970's and the profusion of people seeking their "rights" was triggered by the social activism of African- Americans, historically one of the most marginalized and discriminated groups in America.
- The quests for freedom, equality, and justice are part of a long tradition in America.
- The success of the social movements in the three decades after World War II was due not only to the extraordinary leaders, who emerged, but common people and unsung heroes who made great sacrifices and took great risks to create a better world.
- All individuals have the capacity for heroism, which involves personal sacrifice or risk-taking to help others.
- The Civil Rights Movement of African-Americans used a variety of goals and methods which changed over time.
- The Civil Rights Movement achieved important legal and legislative victories but the quest for civil rights is ongoing.
- The Civil Rights Movement begun by African Americans sparked much larger social change in the 1960's and afterwards.

**Intended Learning outcomes:**

- Students will be able to interpret primary documents and write conclusions about the goals and methods of civil rights and women's rights leaders
- Students will be able to research and create a wiki page about a post-WWII activist who fought to expand the ideas of freedom, equality and justice.
- Students will be able to express in writing their notion of a hero and the variety of ways "regular" people can contribute to equality.
- Students will be able to express in writing, using well-reasoned arguments and facts, whether or not the Civil Rights Movement was a success.
- Students will create a song which documents a major event or individual during the Civil Rights era.

**National History Standards:**

- Era 9: Postwar United States (1945 to early 1970s)

STANDARD 4: The struggle for racial and gender equality and for the extension of civil liberties.

4a: The student understands the "Second Reconstruction" and its advancement of civil rights.

4b: The student understands the women's movement for civil rights and equal opportunities.

4c: The student understands the Warren Court's role in addressing civil liberties and equal rights. (Optional)

- Era 10: Contemporary United States (1968 to the present)

STANDARD 2: Economic, social, and cultural developments in contemporary United States

2E: The student understands how a democratic polity debates social issues and mediates between individual or group rights and the common good.

**Vermont Standards:**

- H&SS9-12:3: Students design research
- H&SS9-12:4: Students conduct research
- H&SS9-12:8: Students connect the past with the present
- H&SS9-12:9: Students show understanding of past, present, and future time
- H&SS9-12:14: Students act as citizens
- H&SS9-12:17: Students examine how access to various institutions affects justice, reward, and power

**Preparation for Teaching:**

- Teacher will need to sign out computers labs and library for research.
- Teacher will need to copy a supplemental reading packet
- Create a Ning page and have students create an account using a valid email.
- Create a PbWorks page and assign each student a password.

**Activities:**

- The final project for this unit will be a Heroes of Equality class wiki. Students will pick a popular leader or unsung hero of the African American civil rights, women's, Native American, environmental, Latino farm workers', gay, or criminal rights movements. Students will conduct independent research and create a web page displaying the following information: biography, achievements and significance, reflection, impact on U.S. culture then and now, and at least 2 annotated primary sources. Students will be required to make at least 3 in depth, constructive comments or insightful questions regarding other students' pages. See <http://heroesofequality.pbworks.com/FrontPage> for the full project or the attached project description.
- After finishing the Heroes of Equality wiki, students will write a reflection addressing the central questions of the unit. See attached.
- To activate thought about the central concept of the unit at the beginning of the unit, students will do a quick write on what it means to be a hero. Class discussion will follow.
- Groups of students will also be given a list of 10 values (including freedom, justice, equality, etc...) in they rank. In class discussion, they will justify their rankings.
- Students will read relevant sections of their textbook on the Civil Rights Movement. Students take notes on teacher prepared study guide attached hereto.
- For general overview of the key events of the civil rights movement, students watch either the Teaching Tolerance video "Civil Rights Movement" or the condensed version of the Eyes on the Prize video. As students watch the video, they will add details to their homework notes about some of the key events of the civil rights movement.
- Optional movies and documentaries: Malcom X; Mississippi Burning; Ghosts of Mississippi, Citizen King (American Experience); Mighty Times: The Legacy of Rosa Parks; Mighty Times: The Children's March; The Murder of Emmett Till (American Experience); Four Little Girls; Let Freedom Sing; When We Were Kings; and Wattstax.
- Students will read primary document excerpts from various civil rights leaders and complete a chart which identifies the goals and method of the speaker and/or organization. (For primary document excerpt, see J. Weston Walch's "Black Rights and Protests: Different Views" from Focus on U.S. History: The Era of World War II through Contemporary Times.)

- Students form groups and read selections from “Freedom’s Daughters.” Each group will read a different excerpt and present to the class the activities of an “unsung heroine” of the Civil Rights Movement. Each group must discuss how women and other unsung heroines contributed to the success of the Civil Rights Movement.
- The following activities can be done as class activities and homework or be done on a class ning site. Please see <http://heroesofequality.ning.com/> .
  - Students examine civil rights in popular culture. They post a link or upload a file that addresses themes from the civil rights movement in popular culture. Students will write a brief explanation which makes clear the connection being made.
  - Songs of the Civil Rights Era. Students listen to and analyze songs of the civil rights movement.
  - Students will create their own civil rights song. After gaining an overview of the main events of the Civil Rights era, divide students into groups of three and assign each group one event to examine in more detail. Each group will create a song that explores the event in detail. See attached.
  - Students watch video excerpts of Martin Luther King’s “I have a dream” speech and Malcolm X’s “Ballot or the bullet” speech and compare and contrast the two leaders.
  - Photo Analysis. Students pick a photograph from the Civil Rights era and write a reflection in which they analyze its meaning. See attached.
  - Students read reflections on the impact of the civil rights movement (“On the Legacy of the Civil Rights Movement”) and debate its effectiveness. (Prentice Hall Supplement to the Textbook “America: Pathways to the Present”)

#### Other Civil Rights to be completed prior to the Heroes of Equality Wiki

- Students will read relevant sections of their textbook on gay rights, criminal rights, environment, Native American, farm workers, and women’s rights movements. Students take notes on teacher prepared study guide attached hereto.
- Teacher lecture on gay rights, criminal rights, environment, Native American, farm workers, and women’s rights movements. See attached outline.
- Students read excerpts from Roe v. Wade critique its legal reasoning and social significance. (Prentice Hall Supplement to the Textbook “America: Pathways to the Present”)
- Students read article on Title IX ([Has Title IX's quest for equality gone too far?](#)) from Upfront magazine and discuss.
- Students read and discuss criminal cases of the Warren Court and debate their legal reasoning and social significance.

#### Assessment:

- Student wiki pages and discussion comments
- Student reflection of unit
- Participation in online Ning network
- Civil Rights song
- Compare and contrast essay of Dr. Martin Luther King and Malcolm X.
- Homework worksheets and graphic organizers
- Participation in classroom discussion and debate

- Written test and quiz

### **Annotated Bibliography**

Buell, Hal. *Moments: The Pulitzer Prize-Winning Photographs*. New York: Tess Press, 2007.

Organized in chronological order, this large coffee table sized book includes some of the most provocative pictures of the Civil Rights era. Each photograph is accompanied by a short one page essay that explains the picture. Many of these pictures could be used in a course to highlight major themes of the civil rights era such as participation and courage of everyday people, conflict and change, and liberation. The 1958 photograph, “Boy & Cop in Chinatown” depicts the emergence of Asian culture in American society. There is also the powerful photograph of James Meredith being shot on Highway 51. This picture really captures the power of racism and senseless violence that existed in this country. There are many other photographs as well that may provide an alternative primary source for a unit on the civil rights movement. These photographs can also be used as an activator at the beginning of the lesson.

Chafe, William H. *Civilities and Civil Rights: Greensboro, North Carolina, and the Black Struggle for Freedom*. Oxford: Oxford University Press, 1981.

This excellent book is close examination of the social forces that caused that sit-in movement to emerge in Greensboro, North Carolina in the 1960’s. This book is geared to college students and teachers and provides excellent background for understanding the wider social context of the sit-ins. After reading this book, the reader can’t help but feel that he really understands this community and the perspectives of all those living there. It is clear that the sit-ins didn’t just appear out of nowhere, but were part of a larger historical process. Chafe is able to identify seeds planted by earlier generations that led to the emergence of this important protest movement that jump started student civil rights activism in the early 1960’s. I highly recommend this book.

Chafe, William H., Harvard Sitkoff, and Beth Bailey, Ed. *A History of Our Time: Readings in Postwar America*. Oxford: Oxford University Press, 2008.

Geared to college students, this excellent primary and secondary source reader contains a good cross-section of materials for a U.S. history course. There are quite few documents that relate to this project. There are sections on racial justice and sexual liberation. There are many documents that don’t make it into other similar readers such articles about Chicano rights and Red power. There is a good mix of standard and non-standard sources. One positive feature of the book is that related selections of different perspectives are included. Including Phyllis Schlafly’s selection would really help students understand the opposition to the women’s rights movement. One criticism for use with high school aged students is the length of the excerpts which tend to be long.

Compston, Christine and Rachel Filene Seidman, Ed. *Our Documents: 100 Milestone Documents from the National Archives*. New York: Oxford University Press, 2003.

This book is an excellent collection of the 100 most important documents in U.S. History as judged by a team of historians, archivists, educators, and curators from the National Archives and Records Administration. Each document includes a picture of the original, an excerpt from the original text, and a short introduction to explain the context of the document. A majority of the documents date from the early periods of U.S history. Several of the documents relevant to a unit on civil rights include executive order 10730 which ordered the desegregation of Central High School, the Official Program for the March on Washington, the Civil Rights Act of 1964 and the Voting Rights Act. Perhaps the greatest value of the book involves the results of editorial decision-making on what documents to include. History teachers often struggle assessing what core documents should make up a history curriculum. The 100 documents chosen here deserve to be part of any debate on this issue. This book would be useful to students since the excerpts are very brief, but still long enough to enable students to grasp the main ideas contained therein.

Halberstam, David, Ed. *Defining a Nation: Our America and the Source of its Strength*. Washington DC: National Geographic, 2003.

Geared to a general reader and appropriate for many high school students, Halberstam's book contains short essays accompanied by a rich variety of glossy visuals which highlight defining features and individuals in U.S. history. Each essay is written by journalists, historians, and novelists. Several of the essays would provide rich supplemental reading for a civil rights unit. For example, Stanford University Journalism Professor Cynthia Gorney writes a chapter on the place of the abortion debate in U.S. history. Gorney does an excellent job explaining the background to the case and the life of the case since it was decided. Her clear analysis would be very beneficial for high school age students to read. There is also a short essay by Boston Globe correspondent Curtis Wilkie on the desegregation of Ole Miss. This essay offers a unique perspective in that Wilkie writes about his reactions to the integration of Ole Miss which occurred when he was a senior at the school. Wilkie lays explains his personal negative reaction and later transformation to integration. I highly recommend this book as a valuable supplemental resource for a U.S class.

Hofstadter, Richard and Beatrice K. Hofstadter, Ed. *Great Issues in American History: From Reconstruction to the Present Day, 1864-1981*. New York: Vintage Books, 1982.

Geared for high school and college students, this reader contains many short excerpts from a variety of primary documents that might be used to teach the Civil Rights era. One section is entitled "Civil Rights" and includes 15 provocative documents, mostly from powerful figures of the era. For example, there are excerpts from Supreme Court opinions such as *Brown v. Board of Education*, *Reynolds v. Sims*, and *Fullilove v. Klutznick*. There speeches from Lyndon B. Johnson, Richard Nixon, Martin Luther King, and Daniel Patrick Moynihan. Many of these documents are not surprising, but could form the basis of a unit relating to women's rights and African American civil rights.

This classic U.S. history reader was provided to all of the teachers in the Teaching American History program.

Irons, Peter. *A People's History of the Supreme Court*. New York: Penguin Books, 1999.

Geared to a general reader and college students, Irons book on the history of the Supreme Court is an ideological companion to Howard Zinn's *A People's History of the United States*. In fact, Zinn has written the forward to this book. This is an excellent book that probes into the history and legal significance of Supreme Court opinions from 1792-1992. The last few chapters of the book are related to the issues raised in Civil Rights era of the 1950's and 1960's. There is a chapter on *Brown v. Board of Education*, as well as on the affirmative action cases of *regents v. Bakke*. There are also portions that discuss abortion and the right to contraceptives. What makes this book so interesting is the revelation of the background story behind these cases. Irons bring in the human element which really shows how common people were affected by social conditions and had the strength to stand up for their rights in a court of law. Of course, Irons also discusses the process under which the court made its ruling and explained the meaning and significance of the opinions. I highly recommend this book for students and research into the court cases mentioned above.

Landy, Elliott. *Woodstock Vision: The Spirit of a Generation*. Woodstock: LandyVision, Inc., 1996.

This book is primarily a photo album of pictures the author took of rock stars in the 1960's. There are pictures of Woodstock, demonstrations, social gatherings, and private occasions. The people photographed include Bob Dylan, the Grateful Dead, Richie Havens, Santana, Janis Joplin, John Lee Hooker, etc... There are several short essays that put the 1960's musical experience in perspective. Particularly valuable for a class studying the social movements of the 1960's is an essay by the African American musician, Richie Havens. The photographs reveal the intensity, changing social patterns, and power of music to impact society. A creative teacher could use many of these photographs to bring this era to life.

Elliot Landy's photographs are in many galleries in Vermont as he resides in nearby Woodstock, New York.

Levine, Suzanne Braun and Mary Thom. *Bella Abzug: How One Tough Broad from the Bronx Fought Jim Crow and Joe McCarthy, Pissed Off Jimmy Carter, Battled for the Rights of Women and Workers,... Planet, and Shook Up Politics Along the Way*. New York: Farrar, Straus and Giroux, 2007.

This is a unique oral history account of one of the most influential social activists of the 20<sup>th</sup> Century, Bella Abzug. The book documents Abzug's leadership and participation in practically every major social movement of her lifetime, including socialist Zionism and labor in the 1940's, civil rights, ban-the-bomb- and anti-Vietnam war movements in the 1950's and 1960's, the women's movement in the 1970's, and global human rights and environmental justice in the

1980's and 1990's. The authors believe that Abzug's intellect, passion, and energy allowed her to be a successful leader and role model in all of her endeavors. In order to bring her to life for the reader, the authors weave together accounts of her life from those who knew her and worked with her. The resulting image is one of appreciation and respect, as well as conflict and bitterness. While it is unlikely that a high school student would retain sustained interest in this book, it would certainly be a valuable source for excerpts to supplement a unit on social movements. This book generated a very lively discussion at the Teaching American History book talk.

McCarthy, Timothy Patrick and John McMillian, ed. *The Radical Reader: A Documentary History of the American Radical Tradition*. New York: The New Press, 2003.

Primarily focusing on the radical history of the U.S., this reader contains excerpts of documents from the colonial era to the present. This unique collection would surely be a valuable supplement for a course which offers a variety of perspectives. It covers subjects and documents not usually included in standard textbooks. For example there is a section on radical environmentalism and queer liberation. There is also section on modern feminism and black power. Not including the "I Have a Dream" speech, the only excerpt of Martin Luther King included here is "A Letter from a Birmingham Jail." Moreover, there selections from Malcom X, the Black Panthers, Angela Davis, Stokely Carmichael, and Marcus Garvey. In short, this reader contains documents that offer perspectives rarely found in high school readers.

Olson, Lynne. *Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement from 1830 to 1970*. New York: Touchstone, 2001.

Olson's book *Freedom's Daughters* is a sweeping account of the contributions of women to the Civil Rights struggle from 1830 to 1970. Olson is a deft and engaging storyteller who brings to life both well-known and lesser known participants in the struggle. She compellingly demonstrates that women were at the center of the struggle for many decades. She also reminds the reader that social change stems from the extraordinary and courageous activities of "regular" people. I was excited to learn about the activities of many people about whom I had not previously known. For example, Olson recounts the story of Laura McGhee from Greenwood, Mississippi. She was a force in her community standing up to the police for arbitrary actions against her community and helped individuals in her community in the early 1960's. This book is suitable as background reading for an instructor. A general history reader and college student might also be interested in reading the entire book. It would also be appropriate to have students in upper level high school classes read relevant excerpts.

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

An extremely rich and detailed account of Mark Twain's life, this book successfully brings literary icon, Mark Twain, to life. Central to Powers' book is the contention that this artist was uniquely American. Calling him "America's Shakespeare," Powers demonstrates how Twain was a product of American life in the 19<sup>th</sup> Century. Twain's artistic vision provided the cultural template for what can now be called "American culture." Twain's writing celebrated the common man at the expense of hierarchy. He created a "lean, blunt, vivid chronicle of American

self-invention, from the yeasty perspective of the common man.” Geographically, he relocated American art from older Boston and Europe to the Mississippi River and middle America. He became a respected artist by a process Powers describes as “a triumph of careerism over apprenticeship to a tradition.” Throughout the book, he traces the evolution of Twain as a real person experiencing the major events of his day. Sometimes he seeks them out, while others seem to seek him out. While this book isn’t directly related to this lesson, there are some very provocative portions that could jump start a discussion about the place of race in American society.

Zinn, Howard and Anthony Arnove, ed. *Voices of a People’s History of the United States*. New York: Seven Stories Press, 2004.

This primary source reader accompanies the very popular text *A People’s History of the United States*, which is a leftist perspective on history focusing on people left out of traditional historical accounts. Even though it is a reader, Zinn’s makes editorial decisions to include texts which follow this same perspective. The excerpts are well- chosen and edited to a very readable length which makes this book appropriate for upper level high school and college students. There is an extensive collection of documents relating to black, women, and gay rights. I believe that students would be particularly moved by Anne Moody’s “Coming of Age in Mississippi.” Her personal account from the perspective of a regular person participating in the movement is very valuable for students trying to understand the importance of these people to create social change. The Original text of John Lewis speech to be delivered at the March on Washington also displays some of the radical beliefs and frustration espoused by the contemporaries of Dr. King. It is important for students to understand the variety of beliefs and perspectives regarding civil rights and not just simplify the era to be those espoused by Dr. King. There is a wealth other documents that a teacher could use to teach this period.

Zirin, Dave. *What’s My Name, Fool? Sports and Resistance in the United States*. Chicago: Haymarket Books, 2005

Geared to a general interest reader, *What’s My Name Fool?* is sports writing of the highest quality. Zirin is a sports columnist that probes the political and social dimensions of sports. Zirin is a progressive commentator and even devotes the first chapter of this book to a discussion of Lester Rodney, a journalist who covered sports in the Communist Party newspaper, the *Daily Worker*. In this book, Zirin makes an iron clad case that the act of playing sports is political and that athletes reflect and influence social and political forces. Zirin is equally adept at writing in appreciation of the athletic fetes of the athletes he covers as he is about the political and historical themes. His chapters on Jackie Robinson, Muhammad Ali, and the 1968 Olympics would be of very high interest for students. It could be given to students to read or used as background information to bring a teacher’s lecture to life.

This book was recommended to me by a friend in the publishing business who knew that I liked sports and radical politics. The publisher is not a mainstream publisher so finding a copy of the book may be difficult in some locations.

**Accommodations:**

Numerous accommodations can be made to this unit. Instead of creating a wiki for the historical figure, students could create a poster, do book reports, make monuments, conduct interviews, role play a character at a rights convention, make a graphic novel, make a podcast, compose a song, write a eulogy, make a facebook entry, or write an application or nomination speech for activist of the century.

For more advanced students, you might require them to find more primary sources and require more in depth analysis of each document.

## **Project Description: Heroes of Equality- 1945-1975**

For this project, you will research one of the activists below. They are individuals who challenged society and sought to change it in areas, including civil rights, anti-Vietnam protest, gay rights, environmental activism, women's rights, consumer rights, Native American rights, Latino Farm workers, anti-poverty, and legal reform. They are people from all walks of life, such as musicians, politicians, lawyers, farmers, religious leaders, actors, etc... Many are famous, while others are ordinary people who took courageous action.

After researching your character, you will make a one page wiki site for your activists which includes the following information:

- 1) Descriptive title- choose a title which clearly identifies the activities and character of your activist. You need more than just a name.
- 2) Brief biography- explain the background of your activist
- 3) Area of activism- Describe the methods and goals of your activist. What activities and events was your activist involved in?
- 4) Achievements- describe your character's achievements
- 5) Reflection- reflect on your character. What do you think? What can you learn from this person?
- 6) Primary sources- include at least 2 primary sources
- 7) visuals- include at least 3 visuals, such as a photo of the person and any other relevant visuals. Be sure to label all pictures
- 8) For extra credit: insert video or slideshow. Be sure to label and introduce any multimedia sources
- 9) Be creative- an attractive layout of your site is appreciated
- 10) You need to make at least 3 quality posts on another person's page. This may include an insightful question, a connection to something you previously learned in class, or a connection to something you experienced or learned outside of class.
- 11) No cutting and pasting.
- 12) Context: Try to place your character and information in the context of the times they were living in.
- 12) Include a bibliography of sources

The purpose of this assignment is the following:

- 1) to appreciate the broad range of social reform that occurred after WWII, both in terms of goals and methods.
- 2) to understand that social change took place through struggle
- 3) to appreciate the efforts of every day people to effectuate social change
- 4) to gain knowledge of specific social activists and their life stories.

## **CIVIL RIGHTS**

Anne Moody  
Ella Baker  
Rosa Parks  
Virginia Durr  
Fannie Lou Hamer  
Septima Poinsette Clark  
Diane Nash  
Pauli Murray  
Thurgood Marshall  
Martin Luther King  
Stokely Carmichael  
James Farmer  
Malcom X  
John Lewis  
Roy Wilkins  
James Meredith  
Fred Shuttleworth  
James Chaney, Andrew Goodman, Michael Schwerner  
Huey Newton

## **VIETNAM**

John Kerry  
Daniel Ellsberg  
Jerry Rubin  
Bill Ayers  
Abbie Hoffman

## **WOMEN'S RIGHTS**

Betty Friedan  
Gloria Steinem  
Shirley Chisolm- Congresswoman  
Bella Abzug- Congresswoman  
Angela Davis  
Barbara Jordan- Congresswoman  
Helen Rodriguez-Trias- Activist for women's healthcare in Puerto Rico

## **OTHER ACTIVISTS**

Tom Hayden- Student activism  
Cesar Chavez- Latino Farmworkers  
Delores Huerta- farm-worker organizer  
Dennis Banks- Native Americans

Russell Means- Native Americans  
Rachel Carson- Environment  
Timothy Leary- Human consciousness  
Ralph Nader- Consumer rights  
Henry Hay- Gay activist

**POLITICIANS**

John F. Kennedy  
Lyndon B. Johnson  
Earl Warren- Chief Justice of the Supreme Court  
William Fullbright- Senator

**ATHLETES:**

Muhammad Ali  
Jackie Robinson  
Tommie Smith and John Carlos

**MUSICIANS**

Freedom Singers  
John Lennon  
Joan Baez  
Bob Dylan  
Phil Ochs  
Peter Paul and Mary

Heroes of Equality Wiki Project Rubric  
Name:

	Exceeds	Meets	Below
Creativity			
Organization and use of Headings			
Descriptive title clearly identifying the activities and character of your activist.			
Content accuracy:			
Content depth: -context -biography -Area of activism -achievements -reflection			
Use of Primary sources (2)			
Use of visuals (3)			
Extra credit video and slideshow			
Participation in learning community: posts on other sites			
Grammar Usage and Mechanics			
Bibliography			

Grade:

Heroes of Equality Final Reflection

In this unit, you have studied the civil rights movements in the three decades after the civil war. You have researched at least one activist in detail. Your task now is to revisit some of the central questions of this unit and write a 2-3 page reflection. Some questions to consider include the following:

- What is a hero?
- How did the enduring value of equality impact social movements in the three decades after WWII?
- Do all individuals have the capacity to act heroically and fight for social change?
- Are the contributions of everyday people important to recognize in trying to understand the nature of the social movements of the era?
- Have the goals of these movements been achieved or is the struggle ongoing? If so, are there any organizations today that are the outgrowth of those in the past? What is the main focus today?
- Was the social upheaval of this period a positive or negative development in U.S. history?
- To what extent does democracy provide tools and mechanisms for social change? What is the role of government and law in the achievement of equality? Did governmental officials hinder, promote, or stay neutral in the fight for equality in this era?
- How do individuals form and change their beliefs about equality?
- To what extent is group consciousness necessary for social activism?

## Rubric:

	Exceeds	Meets	Below
Proper formalities- 12 point font, 1” margins, page numbers, New Times Roman			
Organization			
Grammar Usage and Mechanics			
Depth of Reflection- address at least 3 of the above questions in a meaningful and insightful manner			

Study Guide: Important Civil Rights and Milestones

Directions: Using your textbook and the Eyes on the Prize video, take notes for each event and milestone below. You should note important details such as the causes, goals, methods, outcome, and important organizations and people. You should think about the obstacles African Americans faced in the 1950's and 60's and the values that helped them persevere. How and why did every day people seek social change and contribute to the success of the Civil Rights Movement?

Key questions for this unit are the following:

1. What was the life like for African Americans after World War II ended?
2. What were the main events in the struggle for civil rights?
3. How did organized groups, leaders, women, and average Americans (both black and white) contribute to the success of the Civil Rights movement?
4. What were the goals of the Civil Rights Movement?
5. What were the methods of the Civil Rights Movement?
6. What is the legacy of the Civil Rights Movement? Was it a success? How did it impact other social movements?
7. What is a hero?

Chapter 21, section 4

Integration of the armed forces and banning of discrimination in the hiring of federal employees (1948)

Jackie Robinson and the Integration of Baseball (1947)

Brown v. Board of Education (1954)

Emmett Till (1955) (optional)

Rosa Parks and the Montgomery Bus Boycott (1955-56)

Little Rock 9 (1957)

Chapter 23, section 1

<b>Group</b>	<b>Leader</b>	<b>Goals</b>	<b>Methods</b>	<b>Events</b>
National Association for the Advancement of Colored People (NAACP)				
Congress on Racial Equality (CORE)				
Southern Christian Leadership Conference (SCLC)				
Student Non-violent Coordinating Committee (SNCC)				
Malcom X				
Black Power and SNCC				
Black Panthers				

Chapter 23, Section 2

Lunch counter sit-ins in Greensboro, NC and Nashville TN by Congress of Racial Equality (CORE) (1960)

Freedom Rides by Student Nonviolent Coordinating Committee (CORE and SNCC) (1961)

Birmingham campaign of 1963 and the Children's March

Chapter 23, Section 3

March on Washington (1963)

Civil Rights Act of 1964

Mississippi Freedom Summer (1964)

Mississippi Freedom Democratic Party (1964)

Selma to Montgomery march (1965) (Optional)

Voting Rights Act of 1965

Chapter 23, Section 4  
Urban riots (1965-68)

What is the legacy of the Civil Rights Movement?

### **Civil Rights Song Project**

Most of you surely love music. During the Civil Rights Movement, music was an important element that brought people together. At practically all mass gathering, music was sung. Often this music inspired people, provided solidarity, comforted people, gave them strength, recorded history, and transmitted important social values and ideas.

Some of the most popular songs and artists from this era are

“We Shall Overcome” by Joan Baez. See [lyrics](#) and [youtube](#)

“When Will We Be Paid For the Work We Have Done?” by the Staple Singers. See [lyrics](#) and [youtube](#)

““Oh Freedom” by Joan Baez. See [lyrics](#) and [YouTube](#)

“We Shall Not Be Moved” by See [lyrics](#) and [youtube](#)

“This Little Light of Mine” by Odetta and others. See [lyrics](#) and [youtube](#)

“Keep Your Eyes on the Prize” by Mavis Staples. See [lyrics](#) and [youtube](#)

“Ain’t Gonna Let Nobody Turn Me Around” by Sweet Honey in the Rock. See [lyrics](#) and [youtube](#)

#### **Process to Create an original song:**

1. Your teacher will assign you a song or character from the Civil Rights era.
2. In group, brainstorm key terms and ideas related to your topic.
3. Decide whether you would like to write an original song, write a rap, or use a song melody to parody. If you have never written a song, it may be best to pick an easy melody such as “Row Row Row your boat” or “twinkle twinkle little star” to parody. You could also pick a song from the 60’s to copy.
4. Begin brainstorming verses and a chorus. If you want to rhyme, you can consult a rhyming dictionary.
5. Discuss and write a master copy to hand in to the teacher.
6. Practice as a group.
7. Perform for the class.

### Rubric for Discussions on Ning Site

\*\*please note the length of your posts will vary and there is no minimum or maximum length; however, all your posts combined should add up to the length of two paragraphs or twelve sentences, unless specified in the instructions.

**Uploading** relevant images, audio, video, or links to other sites is highly encouraged.

	1	2	3	4
	Beginner	Capable	Accomplished	Expert
<b>Quality of Writing</b> X 2	- post has no style or voice - gives no new information on the topic - poorly organized	- post has little style or voice - gives some new information on the topic - poorly organized	- written in a somewhat interesting style and voice - some new information on the topic or reflective - well organized	- written in an interesting style and voice - very informative or deeply reflective - well organized
<b>Presentation</b> X 1	- many words misspelled - many grammar errors - formatting makes post difficult to follow or read	- several spelling errors - several grammar errors - formatting makes it difficult to follow or read	- few spelling errors - few grammar errors - some formatting to help make the post easier to read	- all words spelled correctly - no grammar errors - formatting makes the post more interesting and easier to read
<b>Multimedia</b> X 2	- no multimedia	- one piece of multimedia	- several pieces of multimedia	- multiple pieces of multimedia - multimedia adds new information or perspective to post
<b>Community</b> X 1	- no links - post is not tagged or categorized	- one or more links - only "easy" links - post may be categorized or tagged	- several links included that add to the reader's understanding - post may be categorized or tagged	- several links to places that add to readers understanding - post is fully categorized and tagged

## Guidelines for commenting on the posts of others

After completing your page, you are required to make quality posts on at least 3 other pages. Your posts must demonstrate that you seriously read and considered the material in the page. You may make the following types of posts:

- **Question:** Ask the author a question
- **Comment:** You may comment on some important point raised on the page

When making a comment, there are two main types.

1) Create an original response to the question.

2) Comment on a response.

--quote the original response directly

--add to the response

--end with a question

Example:

*“Only the people following the war the most understood why the bombs had been dropped. The rest of the people affected had no idea what was going on.”*

How true. We sometimes forget that the vast majority of those affected by warfare are really innocent bystanders and, as in the case of children, are completely unaware of the issues or circumstances surrounding war. During a time of war, governments often manipulate and, in some cases, spread misinformation within their own countries to deceive their enemies. Can the spreading of misinformation ever be justified?

- **Connection:** Make a connection to another idea or topic. It can be a connection to popular culture, another class, or an article that we read in class. Be creative

**\*\*\*It is acceptable to challenge the facts and assumptions of a response; however, personal attacks of any kind or comments that ridicule the author will not be tolerated.**

Please remain appropriate at all times. The purpose of these posts is to promote discussion.

### **Civil Rights in Popular Culture**

One of the most important techniques for learning history is to connect it to the present and your life. The Civil Rights movements were the source of material for popular culture during its time up to the present. For this discussion, you must identify at least one video, song, current event, movie, painting, play, or TV show that addresses a theme, idea, or event from the Civil Rights era. Be creative in your search. Please attach the link, file, or other electronic resource and briefly discuss the connection being made.

When finished, you should read others' posts and comment on at least two other postings. Please follow the instructions for making quality posts.

### **Comparison of Two Civil Rights Leaders: Dr. Martin Luther King and Malcom X**

In this activity, you will compare and contrast two main civil rights leaders. You will examine the "[I Have a Dream](#)" speech of Dr. Martin Luther King in 1963 and Malcom X's "[The Ballot or the Bullet](#)."

Think about the goals, methods, style, and use of language. You may focus on some key phrases that highlight both similarities and differences. You may be personal and reflective. What is the emotional tone? Do either of these speakers speak to you in a personal way?

### Photo Analysis Activity

Pick a photo from the Civil Rights Era that fascinates you. You may search the internet for your own photo or you may pick one of mine. I have posted almost 30 pages on my Ning page. Look at the photo analysis guide below.

Write a reflection in which you analyze a photo. In the first paragraph, just describe what you can observe. In the second paragraph interpret the photo. Explain why the image is interesting. What story does it tell? What does it tell you about the Civil Rights Era. Why does it resonate with you?

Steps for analyzing a photo:

<b>Observation</b>	<b>Knowledge</b>	<b>Interpretation</b>
Describe exactly what you see in the photo.  What people and objects are shown? How are they arranged? What is the physical setting? What other details can you see?	Summarize what you already know about the situation and time period shown, and the people and objects that appear.	Say what you conclude from what you see.  What's going on in the picture? Who are the people and what are they doing? What might be the function of the objects? What can we conclude about the time period?
<b>Further Research:</b> What questions has the photo raised? What are some sources you can use to find answers?		

# Legacy of the Civil Rights Movement

For this blog posting, you will make your own assessment on the legacy of the Civil Rights Movement? Was the Civil Rights Movement successful? Have the goals of the Civil Rights Movement been met? What were some of its major accomplishments and failures? Is the situation of African Americans better off today than in the past? Is there more work to be done?

Read the handout "On the Legacy of the Civil Rights Movement." You may also research economic and social data to assess whether or not progress has been made.

## **MINORITIES BY THE NUMBERS**

Growth: The Census Bureau reports (based on 2000 census) that there are currently 35.4 million African Americans in the United States, comprising 12.5% of the total population (up from 30 million and 12.1% in 1990). This 16% growth in the African American population since 1990 exceeds the growth rate of the American population as a whole, which grew by 10.7% overall.

Region: THE MAJORITY of African Americans live in the South (54%), followed by the Northeast and Midwest (19% each), and the West (8%). Fifty-three percent of African Americans live in the central centers of metropolitan areas. The five states with the greatest number of African Americans in 2000, according to the Census Bureau, are New York, California, Texas, Florida, and Georgia.

Family: 48% percent of African American families are married-couple families, 44 percent are female-headed families, and eight percent are headed by a single male. 84% of white families are married-couple families, 11% are female-headed, and 5% headed by a male with no wife present

Economics: African Americans have disproportionately lower incomes, and disproportionately higher unemployment and poverty rates than their white counterparts. The 1999 median family income for all white families was \$42,500 (up from \$36,900 in 1991), compared with \$27,900 for African American families (up from \$21,400). White workers 18 years and older with a high school degree and working full-time earned a median income of \$26,800, while those with a college degree earned \$48,800. Meanwhile, their black counterparts with a high school degree earned only \$22,900, and those with a college degree \$38,600. 999. CURRENT POPULATION SURVEY data concluded that 32.3 million Americans were poor, for a national poverty rate of 11.8% -- the lowest level since 1979. The African American poverty rate was 23.6 percent (down from 31.9% in 1990). The Bureau of Labor Statistics reports that the March 2001 unemployment rate was 4.3 percent. But for African Americans, it was 8.6 percent.

Health: 21.6 percent of African Americans do not have health care insurance. In contrast, only 11.6 percent of whites are uninsured. One out of every six African American kids are uninsured, compared to one out of every of 11 white children. Black infant mortality rates are 2 times that of whites. MOREOVER, WHILE minorities make up about a quarter of the American population, they comprise 54% of Americans with AIDS.

Education: A record 79% of African Americans 25 and older had completed at least high school -- a rate double that of 1970. Similarly, 17% of African Americans had earned at least an undergraduate degree -- also a record, and triple 1970 levels. 88% of whites aged 25 or older had completed high school by 2000 and 28% of white Americans had completed at least an undergraduate degree.

Crime: African Americans comprise 43.91% of inmates incarcerated in state and federal prisons while only comprising 12.5% of the total population. For example, Vermont has one of the highest ratios of incarceration compared to prison representation. 5% of all black men are incarcerated compared to .6% of white men. Black men are incarcerated 7 times more than white men. Black men are much more likely to be incarcerated for drug offenses than white men.

Study Guide: Social Movements, 1945-1975

Directions: Use your textbook (Chapter 24) or the Internet. For each activist or organization, identify key ideas. Who were they and what were their achievements?

Betty Friedan

Gloria Steinem

NOW

Equal Rights Amendment

Roe v. Wade

Cesar Chavez

Dennis Banks and Russell Means

American Indian Movement

Occupation of Alcatraz

Wounded Knee

Rachel Carson

Ralph Nader

Mattachine Society

Police raid on Stonewall Bar in Greenwich Village, NY

Earl Warren

For the following US Supreme Court cases what was the “right” announced by the Court?  
New York Times v. Sullivan

Loving v. Virginia

Miranda v. Arizona

Mapp v. Ohio

Gideon v. Wainwright

Escobedo v. Illinois

Griswold v. Connecticut

## New Movements and Rights Revolution Outline

Main: Inspired by the Civil Rights and New Left movements, other Americans voiced grievances and claimed rights. Words like liberation and power were common in many contexts.

### I) Women's Movement

- A) In the 50's Women had few opportunities outside of the home. Jobs were segregated, women paid less and limited to clerical positions, few positions in University
- B) Betty Friedan *The Feminine Mystique* (1963)- Relates how suburban dream was a nightmare limiting women to motherhood and being a wife. A comfortable concentration camp
- C) 1963 Equal Pay Act
- D) 1964 Civil Rights Act- EEOC, Prohibits job discrimination
- E) 1966 NOW- Equal opportunity in jobs, education, political participation, media
- F) 1967: Women's consciousness raising groups
- G) 1968: Miss America protest- "Freedom trash can" with objects of oppression like girdles, bras, high heels, playboy, etc.. Although no burning, women are labeled bra burners
- H) Injected the ideas "sexual politics" and the "personal is political"- fought for abortion rights- roe and contraceptives- Griswold, writing about women's issues
- I) Equal Rights Amendment: Constitutional amendment to ban sex discrimination- fell just short of passing
- J) The movement splintered as radical groups made clear the diversity of opinion. Some sought to end male domination by rejecting marriage, men, or childbearing. Others sought to promote equality. Others like traditional roles. Economic and racial divisions were also laid bare.

### II) Gay Liberation

- A) Harry Hay founded the Mattachine society in 1951- Initially not think of themselves as a group- made to feel sinful or mentally disordered.
- B) 1969 Police raid on Stonewall Bar in Greenwich Village led to rioting. Gays and lesbians stepped out of the closet and within a few years- gay pride marches were being held

### III) Latino

- A) The only rights movement to be centered on workers- United Farm Workers Union led by Cesar Chavez. The led boycotts, marches and fasts to improve migrant workers conditions
- B) Emphasized Mexican pride and new Chicano culture that arose in US

### IV) Native American

- A) 1950's: Eisenhower policy for assimilation and end tribal sovereignty
- B) 60's: Indians want economic aid and greater self determination
- C) 1968 American Indian Movement founded- stage protests, educate in racial and cultural pride, protect legal rights, self government, control of natural resources
- D) 1969-71: Indians of All Nations reoccupied Alcatraz Island
- E) 1973: Wounded Knee occupation to demand review of 371 broken treaties- siege led to death of 2 AIM members
- F) 1970's: Red Power Movement: Monetary settlements for past injustice, greater Indian control over life in Reservations. Helps boost pride and identity

G) Laws passed in 70's: Indian education act, Indian self determination and education assistance act. Won legal battles for access to natural resources

V) Environmental

A) Questions progress which was defined as endless increases in consumption and faith the science, technology, and economic growth would advance social welfare.

B) 1962 Rachel Carson *Silent Spring* DDT impact on animals, plants, and humans

C) Environmental awareness begins- Sierra club membership increases

D) Clear air and water act and endangered species act in early 70's. Nuclear regulatory commission in 1974

E) Earth day begins on 4/22/70

VI) Consumerism

A) Ralph Nader *Safe at any speed* (1965) Documented the GM cars (Chevy Corvair) tendency to rollover. Nader exposed the GM cover-up and plots to discredit him. With settlement money investigated dangerous products and misleading advertising

B) Numerous consumer protection laws were passed.

VII) Rights

A) Earl Warren Court

B) Rulings protecting freedom of speech, freedom of press, banning interracial marriage prohibitions, discrimination in housing, criminal rights

C) Freedom of the Press: *New York Times v. Sullivan*

- The press is free to write articles about public officials and not be guilty of libel or defamation unless there is "actual malice," which is the knowing printing of a falsehood. In other words, the press is free to report about events without fear of being successfully sued.

D) Race and Marriage: *Loving v. Virginia*

- This case struck down a Virginia law making it unconstitutional for whites and blacks to intermarry

E) Criminal:

- *Miranda v. Arizona*

- Required the police to read accused criminals their Miranda rights.

- *Mapp v. Ohio*

- Evidence obtained in violation of the 4<sup>th</sup> amendment right against unreasonable searches and seizures must be excluded from the trial.

- *Gideon v. Wainwright*

- ruled that state courts are required under the 6<sup>th</sup> Amendment must provide counsel in criminal cases for defendants who are unable to afford their own attorneys

- *Escobedo v. Illinois*

- held that criminal suspects have a right to counsel during police interrogations under the Sixth Amendment.

F) Right of privacy: *Griswold v. Connecticut*

- Stated that individuals have a right to privacy and struck down a law in Connecticut that prohibited the use of contraceptives