

“Civil Disobedience and the Heroes of the 60’s Civil Rights Movement - Remembered and Forgotten”

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

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Grades 11-12 honor students.

Clarence Darrow, famous lawyer from the Scopes Monkey case once said, “As long as the world shall last there will be wrongs, and if no man objected and no man rebelled, those wrongs would last forever” I feel that this quotation sums up the impact of the seminar Teaching American History-Equality on me as a teacher and as a learner thus far. This seminar has focused very much on the importance of ending injustice and on change. The books read and handed out as well as the speakers who came to the summer seminar have shown the importance of this. For example, William Chafe discussed in his book *Civilities and Civil Rights* the actions that took the country by storm in Greensboro, North Carolina. It is my belief that these actions in the form of civil disobedience ignited the country into the non-violent, civil disobedient protests that occurred for many reasons in the 1960’s and 1970’s and which continue even today. The speaker Nancy Lynch discussed this when she brought up the information concerning the Peace and Justice Committee in Vermont. This committee focuses on creating a more just world as its primary mission. They have celebrated 30 years of creating equality and of fighting against issues that are seen as unjust. She spoke passionately about their fight against nuclear weaponry, towards the Vermont Livable Wage campaign and about educating today’s youth about white privilege. All of these topics have sparked interest for me in discovering who the true heroes of the Civil Rights movement were as well as how civil disobedience was successful during the 1960’s and 1970’s as a form of protest.

For my project I am focusing on the heroes of the 1960’s and the 1970’s in regard to Civil Rights and protests in general. I will delve into the lives of Martin Luther King Junior, Ella Baker, Eleanor Roosevelt, Mary Church Terrell, Jane Stenbridge, Connie Curry, Casey Hayden, Lillian Smith, Gloria Richardson and Lyndon B. Johnson in particular in regard to the legislation passed and the protests organized and carried out by some of these leaders. To correctly do this I will explore the lives and situations that brought these individuals to be remembered in American History as well as the strategies used to fight for Civil Rights.

Central Questions:

1. What is civil disobedience?
2. How did the Civil Rights Movement begin?
3. What role did civil disobedience play in the Civil Rights Movement?
4. Who were the main heroes of the Civil Rights Movement?
5. Who were the forgotten heroes of the times and what did they do to help gain Civil Rights?

6. What legislation was passed during the 1960's and 1970's?
7. How did the politicians who passed new legislation exemplify the role of a hero?

Challenge Questions:

1. Has civil disobedience changed the course of American history for the positive? Negative? Both? Explain using specific information.
2. What was the fundamental issue that sparked the Civil Rights Movement and why did people feel so passionately about this injustice after nearly 100 years?
3. Did the heroes of the Civil Rights Movement create change in the following decades in regard to American social identity? To Politics? Explain.
4. Who were the "silent heroes" of the Civil Rights Movement? What did they achieve? How would life be different in America if they had not become involved in the Civil Rights Movement?
5. How did the political heroes of the Civil Rights Movement display their support for new legislation? How have they continued to influence political leaders in today's Congress, courts and in the Presidency?
6. Are there similar cases of injustice in today's America? How do they compare?

Lesson Length: Six to Seven 72 minute blocks

Key Ideas:

- Civil disobedience has changed the course of American history because of the implication that people can, and are called upon, to protest when they feel that something happening in their community, state, or country is wrong.
- Some of the heroes of the Civil Rights Movement (Martin Luther King, Ella Baker, Eleanor Roosevelt, Mary Church Terrell, Jane Stenbridge, Connie Curry, Casey Hayden, Lillian Smith, Gloria Richardson Robert F. Kennedy, John F. Kennedy, and Lyndon B. Johnson) continue to influence people in today's America: socially, economically and politically.
- Some heroes from the Civil Rights Movement have not been forgotten even though some of them are not as well known as others. All of these heroes need to be remembered and appreciated for their dedication to Civil Rights and the legislation that was passed regarding Civil Rights.
- The heroes of the 1960's Civil Rights Movement have taught all Americans to fight against injustice in America and in the world today.

Intended Learning Outcomes:

- The student will identify the heroes of the Civil Rights Movement and his or her role in creating a more just America.
- The student will state the definition of civil disobedience as well as the positive and negative outcomes, which occurred in the 1960's.

- The student will make connections between the heroes of the 1960's and current conditions in America in regard to injustice especially in the social, political and economic realms.
- The student will state the differences between the 1950's America in regard to Civil Rights and compare it to the America of the 60's and today.
- The student will comprehend the connections between society in regard to the social, economic and political parts.
- The student will identify several "silent heroes" of the Civil Right Movement, those that are often forgotten, and identify the positive outcomes that these people had in this movement.
- The student will discuss the Civil Rights legislation and how it has positively affected the America we know today.

National History Standards:

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**
 - Explain the origins of the post civil rights movement and the role of the NAACP in the legal assault on segregation
 - Evaluate the Warren Court's reasoning in *Brown v. Board of Education* and its significance in advancing civil rights
 - Explain the resistance to civil rights in the South between 1954 and 1965.
 - Assess the role of the legislative and executive branches in advancing the civil rights movement and the effect of shifting the focus from *de jure* to *de facto* segregation
 - Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities.
 - Assess the reasons for and effectiveness of the escalation from civil disobedience to more radical protest in the civil rights movement.

Vermont Standards: Subject to Change

Reading Accuracy

1.2 Students read grade-appropriate material, with 90%+ accuracy, in a way that makes meaning clear.

Reading Comprehension

1.3 Students read for meaning, demonstrating both initial understanding and personal response to what is read.

Writing Conventions

1.6 Students' independent writing demonstrates command of appropriate English conventions, including grammar, usage, and mechanics.

Reports

1.6 In written reports, students organize and convey information and ideas accurately and effectively. This is evident when students:

1.8.j. Use a variety of strategies to develop the report; and

1.8.k. Organize text in a framework appropriate to purpose, audience, and content.

Questioning

Types of Questions

2.1 Students ask a variety of questions. This is evident when students: 2.1.ff. Ask critical evaluation questions that judge the quality of evidence from experts, evidence from other disciplines, etc

History

Historical Connections

2.2 Students identify major historical eras and analyze periods of transition in various times in their local community, in Vermont, in the United States, and in various locations world wide, to interpret the influence of the past on the present. This is evident when students:

6.4.ddd. Sequence historical eras; identify the characteristics of transitions between eras, being sure to make connections to past and present; and research, analyze, and synthesize historical data from each era:

-examine the promises and paradoxes of the 20th century (e.g. dealing with continuing technological, environmental and human rights issues)

Being A Historian

2.3 Students use historical methodology to make interpretations concerning history, change, and continuity. This is evident when students:

6.6.f. Identify and analyze recurring themes in the midst of change (e.g., ethnic and national identity); and

6.6.g. Explain why we study human actions in the past.

Preparation for Teaching: PowerPoint presentation, primary sources, question sheets, directions for the “Heroes of the Civil War Movement Race Against History”, prepare all photographs, prepare all questions, outlines for the board, tests, group members with questions for each day concerning the heroes, run-off lyrics to songs used, definitions of civil disobedience, questions for Martin Luther King video, excerpts from “Bella”, youtube videos identified

Activities:

- **Day One:**
 - Students will watch the first part of the PowerPoint presentation called “Heroes of the Civil Rights Movement: remembered and forgotten” in which the teacher will present the past issues with civil rights, in particular those with African Americans, that brought Americans to the civil rights movement in the 1960’s (30 minutes)
 - Students will then be divided into groups. They will be given a picture from the Civil Rights Movement Kit provided by the Teaching American History class. In groups students will answer questions on a sheet that has been provided for them (20 minutes)
 - Students will then choose a speaker for their group and the class will discuss the questions. (20 minutes)
 - For homework students will complete a reading and thought questions on the *Plessey v. Ferguson* case that established the “separate but equal” doctrine.
- **Day Two:**
 - Students and teacher will discuss the two thought questions on *Plessey v. Ferguson* reading. The teacher will then collect the written answers to the questions for a homework grade (15 minutes)
 - Students will be given directions to the “Heroes of the Civil War Movement Race Against History” game. This game was developed by the teacher to assist students in discovering the true heroes of the Civil Rights Movement. (15 minutes)
 - Students will move into groups. They will be given their first challenge card. To complete challenge cards students will have to use the information provided by the teacher concerning their particular hero. They will also have to use their *American Vision* textbook to answer several questions. The first group to correctly finish all of their questions will be given a clue as to who the mystery hero is. (30 minutes)
 - Part two of the PowerPoint presentation: the civil rights movement in regard to civil disobedience and the push for civil rights legislation. (15 minutes or until the class ends)
 - Homework: Thought questions and primary source reading from the *Great Issues in American History Book: Brown v. The Board of Education Topeka*.

- **Day Three:**
 - Students and teacher will discuss the primary source reading and questions concerning the early Civil Rights Movement: *Great Issues in American History Book: Brown v. The Board of Education Topeka*. Students will pass in their responses for a homework grade (10 minutes)
 - Students will then break into groups to work on their second challenge cards. They will be racing to see which group can answer all of them correctly. The winner will be given another clue toward the mystery hero. (15 minutes)
 - The teacher will present the third section PowerPoint presentation” Heroes of the Civil Rights Movement: remembered and forgotten” on the life of Rosa Parks and her act of defiance and of Martin Luther King, Junior, his life, his work and his success. (30 minutes)
 - Students will see clips from “Citizen King” (15 minutes)
 - Homework: Read MLK’s “*I Have a Dream*” and answer the thought questions in writing.

- **Day Four:**
 - Students and teacher will discuss the thought questions on King’s “*I Have a Dream*” speech. Teacher will collect written answers for a homework grade. (10 minutes)
 - Students will break into groups to work on their third challenge card. They will be racing to see which group can answer all of them correctly. The winner will be given another clue toward the mystery hero. (15 minutes)
 - The teacher will present the PowerPoint Presentation “Heroes of the Civil Rights Movement: remembered and forgotten” part four on the actions of the LBJ administration in regard to the civil rights movement. (20 minutes)
 - Students will complete an in class project in which they will compare some heroes of the civil rights movement to one modern day civil disobedience hero. Students will read the directions and complete the project using the rest of the class period. If the project is not completed, students may finish it for homework.

- **Day Five:**
 - Students will break into groups to complete the fourth and final challenge card. Again, students will be racing to answer all questions correctly. The first to finish will be given a clue concerning the mystery hero. (15 minutes)
 - Students will see the PowerPoint presentation “Heroes of the Civil Rights Movement: remembered and forgotten” part five concerning the life of Ella Baker: who she was and why she is considered the “Mother of the Civil Rights Movement” and Virginia Durr, her life and her accomplishments. (40 minutes)
 - Students will present their projects briefly. When presenting them the need to specifically state who they choose to compare and why. Students will

be given a presentation rubric and they will be given a project grade based on their presentation. (25 minutes)

- Homework: begin preparing for the test on the heroes of the Civil Rights Movement

- **Day Six:**
 - Students will finish their presentations (15 minutes)
 - The winning group will reveal who the mystery hero is. If the group is wrong, the rest of the class will have a chance to win. The teacher will ask questions about the past PowerPoint presentation. The group who gets the correct answer first will be given an additional clue. The group will then have the chance to state who they think the mystery hero is. If they are correct they win the prize, which is TBA. If not, then the teacher will ask another question until some group successfully identifies the mystery person. (20-40 minutes)
 - The teacher will present several different instances from the 60's and some from the 70's as well as some from today in which civil disobedience was used: Ohio State (play the Crosby, Stills and Nash song), freedom riders, sit-ins, Iraq War protests, etc... The class will have a discussion about these and as to what their opinion is regarding the effectiveness of civil disobedience.
 - The teacher will take questions about the test. Together they will review the information and primary/secondary sources. The test will consist of multiple choice, fill-in-the-blank, quotations, short answers and an essay. Students will be given the entire 72 minutes to work on the test.
 - Homework: study for the test

- **Day Seven:**
 - Students will come in. The teacher will take questions. The teacher will pass out the test and students will have the entire period to complete the test.

Assessment:

- **Homework Grades: thought questions**
- **Participation Grades: discussions of thought questions everyday**
- **Project grades: One for completing the comparison in writing, one for the presentation**
- **Test**

Annotated Resources: The following is a list of all the resources that I used for this project.

Anderson, Terry H. *The Sixties, third edition*. The United States of America: Pearson-Longman, 2007.

This is a history of the 1960's and the many things that were occurring that led to change and inevitably to the America we know today. This book will serve as a great background information tool in creating this or any 60's unit.

I purchased this book through the use of my MSJ history department budget because I thought that it would be useful in teaching this era.

Appleby, Joyce et al. *The American Vision*. The United States of America: Glencoe/ McGraw-Hill, 2003.

This is the textbook that I use in my classes. It has a lot of great background information all of which can be easily added to using outside resources. Students can read the background information and answer the simple questions at the beginning of the unit. This will give them a greater understanding of the information as it is presented in depth during class.

Citizen King. DVD. Social Studies School Service. (2004).

This movie is beneficial to my research and my classroom because it allows for a glimpse into the life of MLK during his last few years before his untimely death. Students will be able to see in a real way how effective civil disobedience can be in society.

Ditmer, John. *Local People: the struggle for civil rights in Mississippi*. The United States of America: The University of Illinois Press: 1995. 1 Mar. 2010. <<http://books.google.com/books>>.

This book is focused on Mississippi from 1946 through the 1960's. It discusses, in particular, the difficulties with voting there. It brings a whole new perspective into the research by giving first hand stories about the African American struggle to vote in Mississippi. The book starts out grabbing the reader's attention by discussing the attempt made during the 1954 elections by some African American World War II veterans who wanted to vote and were turned away. By page 105, some headway is being made thanks to SNCC in registering people to vote. This book is very valuable to understanding civil rights and the most fundamental democratic right of all, the right to vote.

Hakim, Joy. *All The People 1945-2001*. New York: Oxford University Press, 2003.

This book is a great tool in regard to background information concerning the important events during the civil rights movement. It highlights Linda Brown, the Little Rock Nine, Martin Luther King Jr. and the push for African American rights. It also includes some great pictures that could be shown to a class and students could formulate an opinion about these pictures as the teacher is explaining or introducing new topics.

Hofstadter, Richard. *Great Issues in American History From the Revolution to the Civil War, 1765-1865 vol. II*. New York: Vintage Books of Random House, 1958.

This book is a collection of documents from before the Civil War. This book will be a great reference tool, meaning that one can compare and contrast previous documents to events that occurred in fighting for civil rights and documents that were written. For example, understanding that the word “white” was never included in the “Declaration of Independence” would be key to showing students that the forefathers did not want to differentiate between the races at the time the country was forming. This will beg the question “When did racism and denying of rights occur? Were slaves left out simply because they were property?” Many discussions can come from such comparing and contrasting.

Hofstadter, Richard. *Great Issues in American History, Vol. III: From Reconstruction to the Present Day, 1864-1981*. Vintage; Rev Sub edition 1982.

This is a great source for my project because it covers many of the primary documents that I am using such as the “I Have a Dream” speech and *Brown v. The Board of Education*. There is also information about the Lyndon B. Johnson administration. Students will also be given reflection questions to answer for homework that ask them to pull out the major points, quotations, and more from these documents. All written answers are collected for a grade and all answers/ documents are discussed in class daily.

McDonough, Martin J., High School and College Student during the Civil Rights Movement. Personal Interview.
20th. Mar. 2010

This interview was conducted April 1st, 2010. Marty McDonough gave me an eyewitness perspective to the ongoing Civil Rights Movement that he was a part of as a young man in this era. One of the most important things to discuss was his opinion and awareness of these events .

Olson, Lynne. *Freedom’s Daughters: The Unsung Heroines of the Civil Rights Movement from 1830 to 1970*. New York: Scribner Publishing, 2002.

This book is a wonderful source for “mystery heroines”. Students may not have heard of the women in this book. It will also be a great source for comparisons. Students will be able to use the information in this book to find comparisons between the women in the past (Civil Rights Movement) and the women of today. For example, there is the story of Gloria Richardson who was focused on ending segregation in hiring, housing and education. She is a wonderful heroine of the past that could easily be compared with one from today.

Payne, Charles M. *I’ve Got the Light of Freedom: the organizing tradition and the Mississippi Freedom Struggle*.

Las Angeles, California: The University of California Press, 1995. Feb. 16th. 2010.
< <http://books.google.com/books>>.

This book that was found online will be extremely helpful in my research mainly because it brings light to the events surrounding civil rights in Mississippi. This gives one the perspective from the Deep South. As a New Englander it is imperative to understand what life was like and

what the outlook on civil rights was like in places such as the Deep South at the time. For example, it was fascinating to read that most African Americans in this area were very aggravated with the Civil Rights movement. “Civil rights activists found that their initial reception by local Blacks was less than enthusiastic. The movement was generally dismissed as “dat mess” (2). Most people would not think that this would be the attitude.

Riches, William Terrance Martin. *The Civil Rights Movement: Struggle and Resistance*. New York, New York: Palgrave, 1998. Feb. 16th, 2010. < <http://books.google.com/books>>

This book describes the events leading up to the civil rights movement. This book traces this all the way back to the Civil War and Reconstruction. Many students will already have information about this but it is still important to refresh memories. The book then goes into the many different events of the civil rights movement and then the last section discusses the civil rights of today. For example, there is an entire chapter dedicated to the rights of gays in the military. This book will allow access to the effects of the civil rights movement in today’s world. It is always important for students to make connections between the past and present so that they know how the past events have, and will continue to, affect their lives. This book is an excellent source in that regard.

Sargent, Frederic O. *The Civil Rights Revolution: Events and Leaders, 1955 to 1968*. North Carolina: McFarland & Company, 2004. Feb. 16th. 2010. < <http://books.google.com/books?>>.

This book discusses the cases and instances that led up to the American civil rights movement. Then it goes into detail about the many different events during the movement. One of the best is the discussion of the March on Washington in 1963. Most people have heard of this March and know about Dr. King’s “I Have a Dream” speech. However, this book also traces the reasons for the March, who else was there and makes comparisons concerning King’s speech. It is also looks at the event in hindsight. This is just one example of what this book does to help one delve into the topic of civil rights.

Schiff, Karenna Gore. *Lighting the Way, Nine Women Who Changed Modern America*. New York, New York: Miramax Books Hyperion, 2005.

This book gives one insight into the works of the women who were really involved in fighting for civil rights in America. All too often it is the women that are forgotten. Keeping this in mind in developing a unit about civil rights it is imperative not to forget the women. Modern day females need to know more about their proud history concerning these types of events. This book is a great beginning to that. For example, a teacher might mention Ida B. Wells-Barrett when teaching about those who fought against lynchings as many textbooks will mention this. However, *Lighting the Way* allows a teacher to become more knowledgeable about the subject thereby expanding on information given to students. This book also chooses women to focus on throughout the ages, 1910 through the 1990’s. Perhaps the best thing about this book is that it is not completely focused on civil rights but on rights in general and the women who fought for

them. For example, Gretchen Buchenholz fought for children's rights through the ABC, transitional housing, daycare and then even more so when crack and AIDS' epidemics hit America.

"YouTube Videos" www. YouTube.com. 12 Mar. 2010 < <http://www.youtube.com/>>

This website is the most valuable website in regard to videos and information in today's world. This website will be used multiple times when creating the PowerPoint presentation because it gives students a clear prospective of what was happening during this era. Students will experience real footage, real people, and real results thanks to the information that is posted on YouTube.

Accommodations:

Accommodations for those who have difficulty in different areas could be made in many cases. For example, the teacher could print off the information on the PowerPoint for the student who is ADHD and therefore cannot focus on taking notes in class. The teacher could ask for a highlighted primary source homework assignment for the student who has difficulty in writing responses to the answers. The teacher could place a student who has difficulty hearing in a group with students who will assist him or her with the note-taking portion of the class. The teacher could also give an oral test to students who have difficulty with comprehension and writing in a testing environment.