

Teaching American History  
2009-2010

**The Enduring Legacy of the American Revolution: Heroes of Equality,  
the Social Change in the Women's, African American and Labor  
Movements in the 20<sup>th</sup> Century.**

What are the characteristics of an Effective Social Studies Classroom?

“...active, engaging environments. Students participate in learning experiences that prepare them to be productive, responsible citizens. They gain knowledge about their physical and cultural world and past and present society while participating in learning experiences that enable them to process information in a variety of ways. An effective social studies classroom combines rigor, relevance, and relationships to ensure student mastery of the concepts, contents, and skills that make up the disciplines.

Observing an effective social studies classroom over a period of time would show different things going on every day: a variety of strategies appropriate to the learning, tasks/activities, and objectives. There would be an atmosphere that is engaging, challenging, stimulating, interactive, and thought provoking; lively and alive with student-centered learning...

...A side variety of resources, technology, visuals...The physical setup would be fluid and flexible and allow for meeting, diverse learning needs and styles. Students would be engaged in reading, writing, observing, discussing, presenting, and researching. Collaboration among students would be the norm. Learning would be connected to students' personal experiences, building background knowledge and understanding measured through diagnostic, formative, and summative assessment...

...LEARNING WOULD BE FUN...”

Shoob, Sara and Stout, Cynthia. Teaching Social Studies Today. CA: Shell Education, 2008.

**Castleton State College**  
**The Enduring Legacy of the American Revolution: Heroes of Equality,  
the Social Change in the Women's, African American and Labor  
Movements in the 20<sup>th</sup> Century.**

**Name of Teacher/Participant:** Mrs. KM Martelle

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

**Title:** Civil Rights and Our American Heroes

**Date:** July 30, 2009-May 15, 2010

**Grade Level:** Seventh Grade

**Seminar Impact:** As a mathematics teacher, I've had to take a considerable amount of time and really study the major events of the Civil Rights Movement of the 20<sup>th</sup> Century. Armed with my new understanding and knowledge, all inspired by the seminar, I've decided my project must be linear and cumulative; to focus on any one American Hero in this movement would be an injustice.

**Milestones:** I feel I've traveled Vermont's spring country roads on this one, with many bumps, ruts and washouts. However, I've decided based on the cover quote, the age of the audience and the time frame I would cover this movement with a variety of activities to "make learning fun". What I really want them to do is act like historians and what I really want them to know is to determine "What's the significance of the civil rights movement?"

**First, Second, Etc. Proposal:** First-Final

**Proposal:** Through a series of activities, I will focus on the Civil Rights Movement of the 20<sup>th</sup> Century as an outline with relevant vocabulary, emphasis on important events, and culminating with an American Heroes Civil Rights Biographical Reference Book/Google Site.

**Central Questions:**

- What are some of the significant events that happened during the Civil Rights Movement?
- Who were the leaders and how did they influence the focus and direction of the Civil Rights Movement?

**Challenge Questions:**

- How did the three branches (Executive, Judicial and Legislative) respond to these events?
- How did these events impact upon the lives of all Americans?

**Lesson Length:**

- Five Block 5 Sessions
- American Heroes Civil Rights Biographical Reference Book/Google Site due one week after the close of the unit

**Key Ideas (Events):**

- 1808, Ban on the import of slaves
- 1863, Emancipation Proclamation
- 1865, 13<sup>th</sup> Amendment of the constitution
- 1896, Plessey vs. Ferguson
- 1948, Executive Order 9981 (July 26)
- 1954, Brown vs. the Board of Education (May 17)
- 1955, Emmett Till Murder (Aug)
- 1955, Rosa Parks Event (Dec 1)
- 1957, Central High School Event in Little Rock, Arkansas (Sept)
- 1957, Civil Rights Act of 1957
- 1960, Greensboro, NC Sit-In (Feb 1)
- 1961, Freedom Riders Event (May 4)
- 1962, University of Mississippi Riot (Oct 1)
- 1963, Medgar Evers Murdered (June 12)
- 1964, March on Washington (Aug 28)
- 1964, Sixteenth Street Baptist Church Bombings (Sept 15)

- 1964, 24<sup>th</sup> Amendment abolishes the poll tax (Jan 23)
- 1964, Effort to Register Black Voters (Summer)
- 1964, Civil Rights Act of 1964 (July 2)
- 1964, Civil-Rights Workers Killed (Aug 4) Ku Klux Klan
- 1965, Malcolm X Killed (Feb 21)
- 1965, Selma to Montgomery March (March 7)
- 1965, Voting Rights Act of 1965 (Aug 10)
- 1968, Martin Luther King Assassinated (April 4)
- 1968, Civil Rights Act of 1968 (April 11)

### **Key Vocabulary:**

- Affirmative Action
- Black codes
- Black Power
- Boycott
- Civil disobedience
- Civil liberties
- Civil Rights
- Discrimination
- Disfranchisement
- Freedom Riders
- Hate Crime
- Integration
- Jim Crow laws
- Literacy Tests
- Ku Klux Klan
- Martyr
- NAACP
- Non violence
- Poll Tax
- Racism
- Rioting
- Segregation
- Separate but not equal
- Sit-Ins

### **Key People/Groups:**

- Black Panther Party

- Bobby Seale
- Congress of Racial Equality
- Diane Nash
- Dolores Huerta
- Eleanor Holmes Norton
- Elijah Muhammad
- Ella Baker
- Emmett Till
- Fanner Lou Hamer
- Freedom Riders
- Gloria Richardson
- Huey Newton
- Ida Wells
- James Farmer
- James Meredith
- Jessie de la Cruz
- JoAnn Robinson
- Mary Church Terrell
- Medgar Evers
- National Association for the Advancement of Colored People
- Oliver Brown
- Pauli Murray
- Penny Patch
- Ralph Abernathy
- Rev. Dr. Martin Luther King, Jr.;
- Rosa Parks
- Roy Wilkins
- Ruby Doris Smith Robinson
- Septima Clark
- Shirley Chisolm
- Southern Christian Leadership Conference
- Stokely Carmichael;
- Student Nonviolent Coordinating Committee
- Thurgood Marshall
- Viola Liuzzo
- Virginia Foster Durr

**Intended Learning Outcomes:**

- Students will participate in activities to gain knowledge about significant people of The Civil Rights Movement.
- Students will gain a general historical understanding of the events of The Civil Rights Movement.
- Students will be able to recognize the names of the key people, places and events in The Civil Rights Movement.
- Students will become aware of racism and how it has influenced our society.

### **National History Standards & Vermont Standards**

#### **Critical Evaluation: Causes and Effects in Human Societies**

6.1 Students examine complex webs of causes and effects in relations to events in order to generalize about the workings of human societies, and they apply their findings to problems. This is evident when students:

- 6.1.c. Examine specific events, make general observations about human behavior, and apply these observations in proposing solutions to a similar social problem.

#### **Traditional and Social Histories**

6.5 Students investigate both the traditional and the social histories of the people, places, and cultures under study, including those of indigenous peoples. This is evident when students:

- 6.5.b. Demonstrate understanding of the relationships among powerful people, important events, and the lives of common

#### **Movements and Settlements**

6.8 Students analyze the factors and implications associated with the historical and contemporary movements and settlements of people and groups in various times in their local community, in

Vermont, in the United States, and in various locations world wide. This is evident when students:

- 6.8.aa. Analyze and evaluate the causes and effects, processes and patterns of human movements, both chosen and forced in the community, Vermont, and the world (e.g., impact of transportation, technology);
- 6.8.bb. Describe the impact of voluntary and involuntary migration on physical and human systems (e.g., Irish potato famine, spread of Islam, Native American displacement, California gold rush; and
- 6.8.d. Recognize push/pull factors related to migration and settlement. Explain how physical and cultural factors relate to the location of settlements; (e.g. transportation systems, communication networks, government policy, land use, economic and social patterns)

### **Citizenship-Meaning of Citizenship**

6.9 Students examine and debate the meaning of citizenship and act as citizens in a democratic society. This is evident when students:

- 6.9.aa. Examine ways people become citizens of the United States; and
- 6.9.b. Analyze and debate the problems of majority rule and the protection of minority rights as written in the U.S. Constitution.

### **Human Rights**

6.12 Students identify and evaluate the concept of human rights in various times in their local community, in Vermont, in the United States, and in various locations world wide. This is evident when students:

- 6.12.aa. Evaluate the impact of social choices (e.g. efforts to end hunger, finance health care, defend homelands) on human rights; and

- 6.12.b. Explain the importance to the individual and to society of personal rights (e.g., freedom of thought and conscience, freedom of movement and residence).

# The Lesson

## Civil Rights and Our American Heroes

Introduce this unit by brainstorming with students  
The Concept of The Civil Rights Movement.

Next, explain to students while in high school they will cover this topic in more detail; we are going to focus on many of the notable personalities of this movement and create our own Google Site with a short biography of these personalities.

**Activity 1:** Students will explore significant vocabulary on this topic.

**Activity 2:** Students will analyze photographs of this movement.

**Activity 3:** Students will create a timeline of significant events of this movement.

**Activity 4:** Students will create short biographies of famous and not so famous, males and females, of this movement.

### Activity 1: Vocabulary Match Key

#### Suggested Vocabulary:

Affirmative Action, Black codes, Black Power, Boycott, Civil disobedience  
Civil liberties, Civil Rights, Discrimination, Disfranchisement, Freedom Riders  
Hate Crime, Integration, Jim Crow laws, Literacy Tests, Ku Klux Klan  
Martyr, NAACP, Non violence, Poll Tax, Racism, Rioting, Segregation  
Separate but not equal, Sit-Ins

- In assigned groups, give each group 10-15 vocabulary words and definitions. Students should match the vocabulary word with the definition.
- Have students create an interactive Smart Board Activity (game) using the vocabulary to share with the class reinforcing their learning.
- Brainstorm with the students the criteria for this activity and have students create the assessment for this activity.

### Activity 2: Picture Walk

#### Suggested Photographs:

Source:

[http://photos.state.gov/galleries/usinfo-photo/39/civil\\_rights\\_07/1.html](http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/1.html)  
and [http://www.voicesofcivilrights.org/photoGallery/aarp\\_gallery.html](http://www.voicesofcivilrights.org/photoGallery/aarp_gallery.html)

- Use a collection of civil rights events captured in photographs and display around the room in stations. Students will work in the same groups and record what they see as they move from station to station. Use worksheet found in Appendix A.
- Students will discuss what they see in each photograph. Remind students to take notes.
- Assessment: Given a “Word-splash” or “Phrase-splash” students will title photographs.

### Activity 3: Timeline

#### Suggested Timeline Events:

1896, Plessey vs. Ferguson; 1948, Executive Order 9981 (July 26); 1954, Brown vs. the Board of Education (May 17); 1955, Emmett Till Murder (Aug); 1955, Rosa Parks Event (Dec 1); 1957, Central High School Event in Little Rock, Arkansas (Sept); 1957, Civil Rights Act of 1957; 1960, Greensboro, NC Sit-In (Feb 1); 1961, Freedom Riders Event (May 4); 1962, University of Mississippi Riot (Oct 1); 1963, Medgar Evers Murdered (June 12); 1964, March on Washington (Aug 28); 1964, Sixteenth Street Baptist Church Bombings (Sept 15); 1964, 24<sup>th</sup> Amendment abolishes the poll tax (Jan 23); 1964, Effort to Register Black Voters (Summer); 1964, Civil Rights Act of 1964 (July 2); 1964, Civil-Rights Workers Killed (Aug 4) Ku Klux Klan; 1965, Malcolm X Killed (Feb 21); 1965, Selma to Montgomery March (March 7); 1965, Voting Rights Act of 1965 (Aug 10); 1968, Martin Luther King Assassinated (April 4) 1968, Civil Rights Act of 1968 (April 11)

- Students will take those photos from Activity 2 and match them with the Civil Rights Events listed here.
- Students will then create a timeline of significant Civil Rights Events.
- Brainstorm with the students to determine the expectations of the timeline and create an assessment rubric for the activity.

#### Summative Assessment on the Timeline

(Thought for the project: “Why should students do research? When students construct their own knowledge and answer questions that they find interesting, it always results in a final product that conveys their own thinking rather than a repetition of others. One of the primary joys in learning is sharing that knowledge with someone else, particularly if it is something the student finds fascinating, engaging, and relevant.” )

Source: Shoob, Sara and Stout, Cynthia. *Teaching Social Studies Today*. CA: Shell Education, 2008.

#### Activity 4: Google Site Civil Rights Biography Resource

- Working in groups of five, students will create a Civil Rights Biographical Internet Resource, after they brainstorm collectively to establish the requirements for the project.
- Some questions students should consider:
  - How many biographies should each site contain?
  - What should be included in the biography?
    - § Name, Date of Birth, Place of Birth
    - § Date of Death, Place of Death
    - § Family History
    - § Civil Rights Contribution
    - § Education
    - § Documentation of source
  - How many words per biography?
  - How many students per site?
  - How should students group themselves?
  - Who is responsible for what part of the project?
  - What is the criteria for assessment/rubric and develop an assessment tool?
  - When should the project be completed?
  - Who will evaluate the project?
  - General Format of the Google Site
    - § Type Style & Size
    - § Line Length & Spacing
    - § Revising-Editing Proofreading System
  - Other

**Assessment:**

- Rubric, for project (Student developed.) Sample: Appendix C
- Rubric, for time on task

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.

Source: <http://rubistar.4teachers.org>

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### Internet Resources

- [www.civilrightsmuseum.org](http://www.civilrightsmuseum.org) (Civil Rights Museum)
- [www.aclu.org](http://www.aclu.org) (American Civil Liberties Union)
- [www.amnestyusa.org](http://www.amnestyusa.org) (Amnesty International)
- [www.antislavery.org](http://www.antislavery.org) (Anti-Slavery International)
- [www.blackpanther.org](http://www.blackpanther.org) (Black Panther Party)
- [www.centerforhumanrights.org](http://www.centerforhumanrights.org) (Center for Human rights and Constitutional Law)
- [www.civilrights.org](http://www.civilrights.org) (Civil Rights Coalition for the 21<sup>st</sup> Century)
- [www.core-online.org](http://www.core-online.org) (Congress of Racial Equality)
- [www.ellabakercenter.org](http://www.ellabakercenter.org) (Ella Baker Center for Human Rights)
- [www.echr.coe.int](http://www.echr.coe.int) (European Court of Human Rights)
- [www.freedomhouse.org](http://www.freedomhouse.org) (Freedom House)
- [www.globalexchange.org](http://www.globalexchange.org) (Global Exchange)
- [www.hrw.org](http://www.hrw.org) (Human Rights Watch)
- [www.iabolish.org](http://www.iabolish.org) (iAbolish)
- [www.jecf.org](http://www.jecf.org) (James Earl Chaney Foundation)
- [www.naacp.org](http://www.naacp.org) (National Association for the Advancement of Colored People)
- <http://sclcnational.org/content/sclc/splash.htm> (Southern Christian Leadership Conference)
- [www.pbs.org](http://www.pbs.org) (PBS)
- [www.usccr.gov/](http://www.usccr.gov/) (US Commission on Civil Rights)
- [www.usdoj.gov/crt/crt-home.html](http://www.usdoj.gov/crt/crt-home.html) (US Department of Justice Civil Rights Division)
- [www.webcorp.com](http://www.webcorp.com) (Webcorp)
- [www.midsouth.rr.com/civil\\_rights/](http://www.midsouth.rr.com/civil_rights/) (The National Civil Rights Museum)
- [www.splcenter.org/](http://www.splcenter.org/) (Southern Poverty Law Center)
- [www.wmich.edu/politics/mlk/](http://www.wmich.edu/politics/mlk/) (timeline of the American Civil Rights Movement)
- <http://www.blackhistory.eb.com/timeline.html> (Encyclopedia Britannica: Eras in Black History, 1954-Present)
- <http://www.bcri.bham.al.us/> (Birmingham Civil Rights Institute)
- <http://www.visionaryproject.org> (Visionary Project)

### Annotated Bibliography

**Ashby, Ruth. Rosa Parks, Courageous Citizen. New York: Sterling Publishing, Inc. 2008.**

This is an excellent biography of Rosa McCauley Parks written for the middle school audience at 119 pages. Ashby quickly notes the facts of Rosa McCauley's formative years; but moves quickly to the focus, which is her lifelong civil rights involvement. This book is written to help the reader understand the past, present and future impact of civil right movement in its simplest form making it an excellent introductory/reference book when covering the topic of civil rights. The author and publisher have included numerous illustrations and photographs, a glossary and additional story lines to assist the reader in the understanding of the person and the historical content of the civil rights movement.

**Boyd, Herb. We Shall Overcome. IL: Sourcebooks Inc. 2004.**

**Brassell, Danny & Rasinski, Timothy. Comprehension That Works. CA: Shell Education, 2008.**

**Brassell, Danny. A Baker's Dozen of Lessons Learned from the Teaching Trenches. CA: Shell Education, 2010.**

**Chafe, William. Civilities and Civil Rights. NY: Oxford University Press 1980.**

**Chafe, William, Sitkoff, Harvard & Bailey, Beth. A History of Our Time, Readings on Postwar America. NY: Oxford University Press 2008.**

This is the seventh edition of a book first written in 1983. It covers broad topics such as: America Becomes a World Power; The Politics and Culture of the Affluent Society; Civil Rights and Racial Justice; Struggles Over Gender and Sexual Liberation; The Vietnam War; Confrontations and New Limits; A New Era of Conservatism; The United States and the World in the Post-Cold War Era; and The Changing Shape of American Society. This

book presents articles from differing political and historical perspectives on major issues in postwar America. At 506 pages it is a wonderful resource for the teachers of middle school or high school students, but more appropriate for post secondary reading and research.

**Colbert, David. Michelle Obama, An American Story. New York: Houghton Mifflin Harcourt 2009.**

Michelle Obama by David Colbert is an interesting book about a most interesting first lady. The book begins with a brief sixteen page introduction of Michelle's upbringing and family dynamics. The book then shifts to her roots; her family taking the reader to Friendfield, South Carolina and an agricultural culture called Gullah. The book then takes the reader forward in history through some watershed events that affected the black community and the Robinson family and her passion of community service. At 151 pages, it's an excellent biography of Michelle Obama for the middle school reader.

**Fleming, Alice. Martin Luther King, Jr. A Dream of Hope. NY: Sterling Publishing Inc. 2008.**

**Gormley, Beatrice. Barack Obama, Our 44<sup>th</sup> President. NY: Aladdin Paperbacks 2008.**

Barack Obama, Our 44<sup>th</sup> President is another excellent book written for the middle school students by Beatrice Gormley. She gives a captivating account of Obama's father's history which had a significant influence on Barack's life. She explains current events in order to clarify his motivations and decisions. I finished the book with a greater respect and appreciation for our 44<sup>th</sup> president and a better understanding of the personal turmoil that created his unique identity (Kenyan-American).

**Gormley, Beatrice. Malcolm X, A Revolutionary Voice. NY: Sterling Publishing, Inc. 2008.**

In a 119 pages Gormley, details the significance of Malcom X's shorten life as a black leader and political activist, as he was born in Nebraska in 1925, and was shot and killed in New York in February 1965. Malcolm early life's escapades landed him in juvenile detention by 14; and he continued to have conflicts with the law until he converted to the nation of Islam in 1948. In 1958 her married and raised four children with his wife Betty until his death. "Before his tragic death his beliefs evolved and led him to advocate peace and unity between all people..." An excellent biography of Malcolm X for any middle school student and civil rights unit.

**Jones, Victoria Garrett. Marian Anderson, A Voice Uplifted. NY: Sterling Publishers, 2008.**

Another wonderfully written Sterling Biography of a historical figure loaded with information and images to captive the middle school reader. In 119 pages, Victoria Jones takes us through the uplifting life of Marian Anderson who was uncomfortable with the role of social activist but was driven by grace, dignity, generosity and professionalism and used her voice to send the message for the civil rights cause.

**Jones, Victoria Garrett. Eleanor Roosevelt, A Courageous Spirit. NY: Sterling Publishers, 2007.**

Eleanor Roosevelt, A Courageous Spirit is yet another suburb Sterling Biography of a very notable political figure and American socialite written by Victoria Jones. Victoria takes the young reader from Eleanor's privileged birth on October 11, 1884 in New York City; through her complex and tragic childhood; explaining the significance of her lineage; all in preparation for the role of Franklin Delano Roosevelt's wife and her personal service and contribution to our country and its people and finally to her death on November 7, 1962 in New York City. As side note, many students will be able to identify and benefit from reading about Eleanor's courageous journey through childhood. Finally, Chapter 8, Taking a Stand, outlines her strongest focus, civil rights.

**Hakim, Joy. A History of US, All the People Since 1945. NY: Oxford University Press, 1993.**

*A History of US* is my personal all time favorite American history resource being a 10-volume, award-winning series about the birth and development of the US. The author, Hakim is an excellent storyteller and takes the reader on a journey through time in her series "A History of Us". Students will enjoy the short yet informational chapters, with plenty of interesting side notes and historical photographs. All the People Since 1945 is 250 pages of educational and historical stories starting in 1945 and ending in 2001. All students will enjoy reading about the civil rights movement covered in chapter 2, A Major Leaguer through chapter 35, The Counterculture Rocks. A "must have" reference book (and series) for every middle school social science classroom.

**Hakim, Joy. A History of US, War, Peace, and All That Jazz. NY: Oxford Press, 1993.**

*A History of US* is my personal all time favorite American history resource being a 10-volume, award-winning series about the birth and development of the US. The author, Hakim is an excellent storyteller and takes the reader on a journey through time in her series "A History of Us". Students will enjoy the short yet informational chapters, with plenty of interesting side notes and historical photographs. War, Peace, and All That Jazz is 218 pages of educational and historical stories starting in 1918 and ending in 21945. A "must have" reference book (and series) for every middle school social science classroom.

**Hofstadter, Richard & Beatrice. Great Issues in American History. NY: Vintage Books, 1958.**

**Jones, Victoria Garrett. Marian Anderson, A Voice Uplifted. NY: Sterling Publishing Inc. 2008.**

Victoria Garrett Jones' book about Marian Anderson is simply excellent. The work does a great job of showing of how an even overwhelming talent can be constrained by social conventions of the time (Jim Crow Laws).

Jones shows Anderson as reluctant advocate for black and women's rights. Anderson was dignified, generous and gracious who led by example rather than "preaching". Her upbringing life and talent were different than the average black and those factors helped to determine the road she took.

**Levine, Suzanne & Thom, Mary. Bella Abzug. NY: Farrar, Straus & Giroux, 2007.**

The book's format presents stories of complex relationships told by politicians, family, friends, critics and enemies who created images to support the thesis stating Bella is one of the most colorful, controversial, effective, courageous, cantankerous, demanding, unrelenting—women of contemporary times who believed she could stomp, nudge, inveigle, and wrangle the world onto a path of social justice. Many relationships were complex, love/hate, with family, friends, and colleagues that often generated conflict and bitterness as well as joy and appreciation

In addition, each chapter begins with a short chronology of events in Bella's life and the nation at large, which as a non-history major serves as a time and cultural reference for me and a source of ideas to explore.

Over the years, we have had the opportunity to read a variety of history related books on various topics. I would rate this book as one of the easiest to read and report out on. I like the format, memories and short stories; the honesty which brings reality; and the writing style of the authors. At some points, it is repetitious, but on the other hand it drives home the point. The chronology acts as an introduction to each chapter and sets the stage; especially beneficial to those of us who are not history majors. I believe this book appeals to a wider audience and it is contemporary history. This book gets my vote for the adult reader and history buff.

**McHenry, Robert. Famous American Women. A Biographical Dictionary from Colonial Times to the Present.**

This is an excellent reference book as it provides biographical profiles of over 1000 American women, famous in hundreds of fields over 400 years averaging 400 words in length. Each biography includes but not limited to: date and place of birth; relevant early history; educational background; account of her career and accomplishments and ends with place and date of death if appropriate.

**Olson, Lynne. Freedom's Daughters, The Unsung Heroines of the Civil Rights Movement from 1830 to 1970. NY: Simon & Schuster, 2001.**

*Freedom's Daughters* portrays more than sixty women in various roles of the rights movement such as but not limited to: Pauli Murray, Ida Wells, Mary Church Terrell, Rosa Parks, Ella Baker, Diane Nash, Jessie Divens, Septima Clark, Freedom Singers, Penny Patch, etc. Again an excellent resource for a middle school or high school teacher, but more suited post secondary reading and analysis.

**PBS Home Video, Citizen King. American Experience, 2004.**

This is an excellent movie tracing King's efforts in the civil rights movement and beyond, using archives of photographs, film footage, diaries, letters and accounts of others.

**Phull, Hardeep. Story Behind the Protest Song, A Reference Guide to the 50 Songs That Changed the 20<sup>th</sup> Century. CT: Greenwood Press, 2008.**

As the title implies this is a great reference book for a unit on Protest Songs and Civil Rights Movement for students in grades 5-12.

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

**Schlessinger Media. Equality, A History of the Women's Movement in America, 2007.**

This is a thirty minutes movie on the Women's Movement in American from our country's revolutionary period to the civil rights movement in the 1900s. The movie is educational but dated and more suited for mature audiences.

**Shoob, Sara & Stout, Cynthia. Teaching Social Studies Today. CA: Shell Education, 2008.**

The book is most appropriate for the new teacher, as it tries to bridge the gap between practice and experience and their journey to becoming a master teacher. However it is not limited to the novice teacher with topics such as: Creating the social Studies Classroom; Building Background Knowledge; Strategies for Teaching Vocabulary; Making Sense of Nonfiction; Strategies for Using Primary Sources; Engaging Students in research; Hands-On strategies and Simulations; Integrating Social Studies with the Arts; using Technology in the Classroom; and Assessment.

**Vest, Kathleen. Using Primary Sources in the Classroom. CA: Shell Education, 2005.**

## Children's Bibliography

**Source: National Civil Rights Museum at the Lorraine Motel**

Adler, David. *A Picture Book of Martin Luther King, Jr.* Holiday House, 1990.

Bains, Rae. *Thurgood Marshall: Fight for Justice.* Troll Communicational, 1993.

Lack Americans of Achievement Series. Chelsea house Publishing. Biographies.

*Thurgood Marshall.* By Lisa Aldred

*Barbara Jordan.* By Rose Blue and Corinne Naden

*Colin Powell.* By Warren Brown

*Josh Gibson: Baseball Great.* By John Holway

*Rosa Parks.* By Mary Hill

*Martin Luther King, Jr.* By Robert Jakoubeck

*Adam Clayton Powell.* By Robert Jakoubeck

*Marcus Garvey: Black Nationalist Leader.* By Mary Lawler

*Clarence Thomas: Supreme Court Justices.* By Norman Macht

*Coretta Scott King.* By Lisa Renee Rhodes

*Malcolm X: Militant Black Leader.* By Jack Rummel

*Jackie Robinson: Baseball Great.* By Richard Scott

Bridges, Ruby. *Through My Eyes.* Scholastic Press, 1999.

Celsi, Teresa. *Jesse Jackson & Political Power.* Econo-Clad Books, 1999.

Colbert, Jan & Ann McMillan Harms, editors. *Dear Dr. King: Letters from Today's Children to Dr. Martin Luther King, Jr.* Hyperion Books, 1998.

Curtis, Christopher Paul. *The Watsons Go to Birmingham-1963.* New York: Bantam Doubleday Dell Books for Young Readers, 1995.

Dallard, Shyrlee. *Ella Baker: A Leader Behind The Scenes*. Silver Burdett Press, 1990.

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What do you think about this picture?

I think.....

I wonder.....

A good title for this picture is....

What things in the photograph are familiar to you?

When was this photograph taken? (Time, period, season)

What is the point of view of the photographer?

How does the photograph make you feel?

Why is this photograph historically significant?

What can you infer from this photograph?

If this person could speak, what do you think he or she would say?

What other questions do you have?

How could you find the answers to your questions?

**Source: Shoob, Sara and Stout, Cynthia. Teaching Social Studies Today. CA: Shell Education, 2008.**

**Appendix B**  
**Guidelines for Biography**

Why is it important for us to learn about \_\_\_\_\_ ?

Why do we remember \_\_\_\_\_ ?

What is it that the person did that makes him or her notable?

Why is this important in our lives today?

Your response should be:

- Historically relevant;
- Contain historical details applicable to the topic;
- Use appropriate vocabulary specific to the topic;
- Capture the historical significance of the topic being studied.

**Source: Shoob, Sara and Stout, Cynthia. Teaching Social Studies Today. CA: Shell Education, 2008.**

### Appendix C

## Rubric for Google Site Civil Rights Biographies Activity

CATEGORY	4	3	2	1
Content	The site has a well-stated clear purpose and theme that is carried out throughout the site.	The site has a clearly stated purpose and theme, but may have one or two elements that do not seem to be related to it.	The purpose and theme of the site is somewhat muddy or vague.	The site lacks a purpose and theme.
Spelling and Grammar	There are no errors in spelling, punctuation or grammar in the final draft of the Web site.	There are 1-3 errors in spelling, punctuation or grammar in the final draft of the Web site.	There are 4-5 errors in spelling, punctuation or grammar in the final draft of the Web site.	There are more than 5 errors in spelling, punctuation or grammar in the final draft of the Web site.
Copyright	Fair use guidelines are followed with clear, easy-to-locate and accurate citations for all borrowed material. No material is included from Web sites that state that permission is required unless permission has been obtained.	Fair use guidelines are followed with clear, easy-to-locate and accurate citations for almost all borrowed material. No material is included from Web sites that state that permission is required unless permission has been obtained.	Fair use guidelines are followed with clear, easy-to-locate and accurate citations for most borrowed material. No material is included from Web sites that state that permission is required unless permission has been obtained.	Borrowed materials are not properly documented OR material was borrowed without permission from a site that requires permission
Learning of Material	The student has an exceptional understanding of the material included in the site and where to find additional information. Can easily answer questions about the content and procedures used to make the web site.	The student has a good understanding of the material included in the site. Can easily answer questions about the content and procedures used to make the web site.	The student has a fair understanding of the material included in the site. Can easily answer most questions about the content and procedures used to make the web site.	Student did not appear to learn much from this project. Cannot answer most questions about the content and the procedures used to make the web site.
Layout	The Google site has an exceptionally attractive and usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material.	The Google site has an attractive and usable layout. It is easy to locate all important elements.	The Google site has a usable layout, but may appear busy or boring. It is easy to locate most of the important elements.	The Google site is cluttered looking or confusing. It is often difficult to locate important elements.

Source: <http://rubricstar.4teachers.org>