Civil Rights Unit Plan

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Education 352
Professor Schilling
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B. PHILOSOPHY OF READING IN THE CONTENT

STANDARDS:

USH.2.7 Describe and analyze the lasting effect of "separate but equal" established by the U.S. Supreme Court in Plessey v. Ferguson (1896).

USH.6.2 Summarize the early struggle for civil rights and identify events and people associated with this struggle.

USH.6.3 Describe the constitutional significance and lasting effects of the United States Supreme Court case Brown v. Board of Education.

USH.7.1 Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement.

USH.7.2 Read Reverend Martin Luther King, Jr.'s "I Have a Dream" speech (1963) and "Letter from Birmingham Jail" (1963) and summarize the main ideas in each.

USH.7.3 Identify and describe federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s

USH.9.3 Investigate and interpret multiple causation in historical actions and analyze cause-and-effect relationships.

USH.9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
**IMPORTANCE:**

This unit is very important because this moment in history had a huge impact on the lives of all Americans, white and African American. It was during this time that Americans had to really start excepting the idea that all people are created equal. It is because of the civil rights movements that people of all color are allowed to go to the same school together, sit in the same classroom, and even use the same bathrooms. During this period we see some of the greatest conflicts solved with non-violence from ordinary men and women. This just proves that even the simplest acts can have a huge impact on the world.

**PHILOSOPHY:**

My philosophy of reading in social studies is that it is very necessary to truly understand history. We live in a culture where history is written down; unlike in pervious time periods where history was passed down from oral stories. Only through reading history can we truly get a true understanding of what life was like for all our ancestors. Reading allows a student to really grasp an idea that another has said and then think about how that has affected them in this time period. Only through reading can we read historical documents written by so many important figures in history. Reading is what is keeping our history alive to so many individuals in our world.

I personally think there is nothing more exciting as reading a document that was written from a person of the time period I am studying. That is why I think it will be very important for my students to read actual accounts of African Americans who had to go through the trials of segregation. It will be important for my students to not only hear, but also read the famous speech from Martin Luther King Jr., “I Have a Dream”. Only then will they be able to analyze and really discover the significance of that speech. Only through books and reading can our history live on because technology can fail, but books can live on forever.
C. READABILITY TEST

Excerpt 1

Members of the Roman Catholic Church faced harsh discrimination in the early 1800s. Many Protestants believed that Catholics would choose loyalty to the pope over loyalty to the United States. In addition, many Catholics were poor Irish immigrants who arrived in large numbers in the 1840s. Other workers resented the Irish because they were willing to work for extremely low wages. In Philadelphia, anti-Catholic feelings led to a violent riot in which Catholic worshipers were attacked and their church burned to the ground. Jewish people also faced discrimination. In the 1840s, a large number of Jewish immigrants came to America.

Sentence length: 6.67 sentences

Number of syllables: 181 syllables

Excerpt 2

Money issues were another matter. The United States insisted that Britain and France repay their huge war debts to the United States. For this to happen, though, Germany had to make the reparation payments to Britain and France imposed by the Treaty of Versailles. The complex financial issue threatened to undermine the international economy. Some statesmen suggested reducing or even canceling both war debts and reparations. But the frugal Coolidge insisted that a debt was a debt and had to be paid. In 1924, an agreement known as the Dawes Plan arranged U.S. loans to Germany. By enabling Germany to

Sentence length: 7.01 sentences

Number of syllables: 168 syllables

Excerpt 3

Shortly after the investigation at Love Canal, an accident occurred in the nuclear energy industry. On March 28, 1979, the core of the nuclear reactor at Three Mile Island outside Harrisburg, Pennsylvania, began to melt after the reactor malfunctioned. When the plant threatened to release radioactive gas, the governor declared a state of emergency and shut it down. To reassure the public that plant managers had contained the accident, President Jimmy Carter and his wife traveled to Three Mile Island and toured the reactor. Even though the incident was contained and there proved to be no health risks, in had

Sentence length: 4.72 sentences

Number of syllables: 172 syllables
D. ANNOTATED LIST OF TRADE BOOKS FOR SOCIAL STUDIES


*Warriors Don’t Cry* is a young adult book about the Little Rock Central High instance. Melba Pattilo is a sixteen old girl who is chosen to be one of the Little Rock Nine. During her time at the high school, she is taunted by her schoolmates and their parents, threatened by a lynch mob’s rope, attacked with lighted sticks of dynamite and injured be acid sprayed in her eyes. Even though she was treated with horror, she never backed down and always acted with dignity. This would be a great book to use to show what life was like for a black student during the civil rights movement. This book would really help open the eyes of some of my students and help them understand how serious the Little Rock instance was.


This book consists of the 24 memoirs of the adult children during the Civil Rights Movement. These memoirs show how some families were pulled apart by the horrors of the struggle or brought together by their efforts to change America. These stories are told be the sons and daughters of Martin Luther King, Jr., Malcolm X, George Wallace, and many others. This book is an excellent book because it is full of true stories. Also it shows you some of the struggles that family members had to endure because of the actions of their parents, which is something that some of my students probably could relate too.


*A Sweet Smell of Roses* is a children’s book. It is about two sisters who sneak out of their house to go watch and join the March of Washington. It shows the courage and participation that countless children and young adults took during the civil rights movement. This book is good because it is at a very low level reading level which means this would be a fast and easy book to read. This would even be a great book to read to the class as a whole because it is short enough that it would not take up much time.

*Freedom Riders* is a young adult book that deals with the lives of two individuals, John Lewis an African American and Jim Zwerg a white. This book explores how in 1961 John and Jim take place in a Freedom Ride. It explores how they were both treated for participating in these movements and also how they were criticized for having a friend of a different race. This book is good because it give my students another example of protests that people used during the civil rights movement. Also this book captures both the black and the white perspectives of the Freedom Rides, which allows my students to compare and contrast whites experience with an African Americans experience.


*Memories of the Southern Civil Rights Movement* is basically a picture and document book of the Civil Rights Movement. In this book the author tells the story of the Civil Rights Movements in pictures of both whites and African Americans and how they participated in one of the greatest nonviolence movements in America. This book would be excellent for my students who are very visual learners. They would really be able to understand and comprehend the impact that the Civil Rights Movement with pictures instead of words.

Trade books can enhance my classroom’s content because they can offer enrichment for those students who are interested in pursuing a topic more in-dept. Also they will help to make sure that learning can take place outside of the classroom and the textbook. Trade books can also be used within the classroom to break up the routine and gives them some excellent primary sources in history. Trade books can also be used to draw students into a topic by building on their interests. For example, if a student really likes novels they would very much enjoy reading the book Warriors Don’t Cry because if give information about the Civil Rights Movement, but does it in more of a chapter book sort of feel. Also students who are really into photography would really enjoy the Memories of the Southern Civil Rights Movement because it tells a story with mainly pictures instead of words.
Lesson: What life was like before the Civil Rights Movement!  
Approx. length: 40 min

Age or Grade Intended: U.S. History 11th grade

Academic (IN State) Standards: USH.2.7 Describe and analyze the lasting effect of "separate but equal" established by the U.S. Supreme Court in Plessey v. Ferguson (1896).

Performance Objectives: The students will create a list of five ways lives were different for African Americans than whites after the Plessey v. Ferguson case on a sheet of paper with 80% accuracy.

Then the students will fill out a worksheet on important points in section one using their textbook with 90% accuracy.

Assessment: After the students have made their list of five they will have the opportunity to work with a partner to pick out their five eight. Then they will need to present those five different ways to the rest of the class until every group has gone. During this time we will have a mini discussion on how they would have felt if they had been in the African Americans situation. Then the students will have time to work on the worksheet and will bring it for next class period where I will review their answers and make sure they understand the key points in Chapter 18 Section One.

Advanced Preparation by Teacher: I will need to make sure that I have a list of possible answers for the ways African Americans lives were different from whites after the Plessey v. Ferguson case. Also come up with some interesting questions I could ask during the mini class discussion. Lastly I will need to create and make copies of the take home worksheet over section one in chapter 18.

Procedure:

Introduction: Hello class, today we are going to take a walk back into the late 1940’s and early 1950’s. What do you think it would have been like to be an African American during this period? To answer that question you would not have the type of rights that you have now because in 1896 the Supreme Court said that “separate but equal” facilities were fine. This case
was known as the Plessy v. Ferguson case. The facts are though that African Americans did not have equal rights.

**Step-by-step:**

1. Ask the students to take out a sheet of paper and pencil.
2. Ask the students to create the list of five ways (see possible answers attached).
3. Have students break into pairs. Have them discuss and compare their answers and decide their best five out of their answers (M.I. Interpersonal).
4. Ask students to then read their best five out loud to the class (M.I. Verbal/ Linguistic).
5. Bring students back together as a class and have a mini discussion about what they have shared (M.I. Verbal/ Linguistic).
6. Collect papers to review work.
7. Hand out the worksheet. (See attached worksheet with Bloom labels and answers). Ask them to start filling out the worksheet if time is left in class and then have them bring it to next class period filled out.

**Closure:** Today we have learned a little about what life was like for African Americans before the Civil Rights Movement. We will now learn about what people did to try and stop this lack of equal rights for African Americans. This is important because this was one of the first times in history where dramatic changes were made without warfare. The Civil Rights Movement was a huge movement that changed so many things and it was done with peaceful protests and marches. I want you to keep this in mind because your generation might someday have to protest for the rights of others.

**Adaptations/Enrichment:**

Working in groups to review their list will be beneficial to students with learning disabilities because they can learn from their peers and find answers they may have not thought of.

Students with autism will benefit because working in pairs will help them work on their social skills.

Gifted and talented students could maybe think of other minority groups that were affected by the Plessy v. Ferguson and see if their lives were also benefited by the Civil Rights Movement and present their findings to the class.

**Self Reflection:**

Were the students able to keep on task when writing out their list of five and working in pairs? Did the students enjoy the mini discussion or were most bored and did not participate?
Was the timing okay?
What went well?
What would I change next time, and would I consider doing this lesson again?
Ways African Americans’ Lives were Different and Mini Discussion

Questions

1. They had to use different water fountains.
2. They had to use different bathrooms.
3. They were not allowed to eat in certain restaurants.
4. They had to sit in the back of the bus.
5. They were not allowed to go to the same school has white children.
6. They had separate hospitals.
7. They had separate beaches.
8. They had separate cemeteries.
9. They were not allowed to use the same library
10. They had separate housing neighborhoods

Why were African Americans less willing to accept this segregation after World War II?

Do you think that the Civil Rights Movement would have happened had WWII not?

How would you have felt if you had been a white person during this time in history?
Chapter 18 Section One Worksheet

1. What is the difference between de jure segregation and de facto segregation?

2. In 1947, ________________ became the first African American to play major league baseball.

3. Name five states where segregation was a requirement in the United States.

4. By the end of WWII, ___________ had become the largest and most powerful civil rights organization in the nation.

5. Who was Thurgood Marshall?

6. What was Brown v. Board of Education and why was it important?

7. Who was President of the United States during the Little Rock crisis?

8. What important event happened on December 1, 1955?
9. Who had inspired Martin Luther King Jr. philosophy of nonviolence? Please name two.
Chapter 18 Section One Worksheet Key

1. What is the difference between de jure segregation and de facto segregation?
   De jure segregation is segregation imposed by law. De facto segregation is segregation by unwritten custom or tradition.

2. In 1947, __Jackie Robinson__ became the first African American to play major league baseball. (Bloom: Knowledge)

3. Name five states where segregation was a requirement in the United States. (Bloom: Knowledge)
   Texas, Oklahoma, Arkansas, Missouri, Louisiana, Mississippi, Tennessee, Kentucky, Alabama, Georgia, Florida, West Virginia, Virginia, Delaware, Maryland, North Carolina, South Carolina

4. By the end of WWII, __NAACP__ had become the largest and most powerful civil rights organization in the nation. (Bloom: Knowledge)

5. Who was Thurgood Marshall? (Bloom: Knowledge)
   Thurgood Marshall was a member of the NAACP and he was one of the lawyers who fought and won the case of Brown v. Board of Education. From 1965 to 1991 he was a Justice of the Supreme Court.

6. What was Brown v. Board of Education? (Bloom: Knowledge) Why was it important? (Bloom:

   Brown v. Board of Education was the court case that decided that public schools could no longer separate whites and African Americans. The school system had to now provide equal education to all races.

   It was important because it was so controversial among Americans because it touched so many of them. Also this was one of the first rights that African Americans had gained so this showed some of the first real progress.

7. Who was President of the United States during the Little Rock crisis? (Bloom: Knowledge)
   President Eisenhower
8. What important event happened on December 1, 1955? (Bloom: Knowledge)
Rosa Parks had refused to give up her seat to a white man. This kicked off the Montgomery Bus Boycott.

9. Who had inspired Martin Luther King Jr. philosophy of nonviolence? Please name two. (Bloom: Knowledge)

The Teaching of Jesus Christ, Thoreau’s Essay on Civil Disobedience, Gandhi’s tactics
The Civil Rights Movement Anticipation Guide

<table>
<thead>
<tr>
<th>Before Unit</th>
<th>After Unit</th>
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<tbody>
<tr>
<td>True</td>
<td>False</td>
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<tr>
<td>1. Brown v. Board of Education ruled that segregation was constitutional as long as facilities for blacks and whites were “separate by equal”</td>
<td></td>
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<tr>
<td>2. Jackie Robinson was the first African American to play major league baseball</td>
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<td>3. Dr. Martin Luther King Jr.’s philosophy revolved around nonviolence</td>
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<td>4. Malcolm X and Dr. King had the same ideas about how to stop discrimination</td>
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<td>5. Thurgood Marshall was a leader in the NAACP</td>
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<td>6. The Black Panther Party was a militant group advocating armed confrontation</td>
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<td>7. Dr. King’s speech, “I Have a Dream” was given in Washington State University</td>
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<td>8. “Freedom Rides” were bus rides that African Americans did to try and desegregate the bus transportation system</td>
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<td>9. African Americans were allowed to swim in the same beaches as white people</td>
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<tr>
<td>10. In some states segregation was a requirement by law</td>
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F. LESSON PLAN TO INTRODUCE NEW VOCABULARY

Manchester College

Education Department/Lesson Plan Format

Lesson By: Deana Strantz

Lesson: Early Demands for Equality  

Approx. length: 80 minutes

Age or Grade Intended: U.S. History 11th grade

Academic (IN State) Standards: USH.6.2 Summarize the early struggle for civil rights and identify events and people associated with this struggle.

USH.6.3 Describe the constitutional significance and lasting effects of the United States Supreme Court case Brown v. Board of Education.

USH.7.1 Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement.

USH.9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

Performance Objectives: The students will listen to the lecture and take notes during the power point presentation that the teacher will present.

The students will watch the movie Mighty Times and during the film fill out the teacher-created worksheet during the movie with 90% accuracy.

Students will fill out the vocabulary chart, created by the teacher, during the course of the unit with 100% accuracy.

Assessment: During the lecture I will ask questions and opinions from the students to make sure they are paying attention. After the movie is done, the students will need to turn in the worksheet over the movie and I will grade it to make sure they have completed it with 90% accuracy. Lastly the vocabulary chart will be turned in before they take the test on the last day of the unit and I will grade the chart.

Advanced Preparation by Teacher: I will need to create the power point for the lecture on section one from chapter 18. Also I will have to watch the video Mighty Times before the
students and create a worksheet from watching the movie and make sure I print them out for my students. Lastly I will need to go through chapter 18 and create the vocabulary chart for that chapter and print out copies for all my students.

**Procedure:**

**Introduction:** By a raise of hands: How many of you have heard about the Supreme Court Case *Brown v. Board of Education*? How many of you have heard about a man named Thurgood Marshall? Lastly who knows what the Montgomery Bus Boycott is? All of these events and people are just a few of the things that got the ball rolling for the Civil Rights Movement. If it were not for these amazing people and events, there might never have been a Civil Rights Movement, or at least a peaceful one. Today I am going to give a short lecture about some of these people and events and I want all of you to take good notes because the information will be on your test. After the lecture we are going to watch a film about Rosa Park and her major role in the Civil Rights Movement and how she is known today as the “Mother of the Civil Rights Movement”.

**Step-by-step:**

1. Have the power point presentation up and running. (See attached power point)
2. Have the students get out paper and pencil to write down notes from the lecture.
3. Present the lecture using the power point and I will make sure that questions are asked so that students are paying attention (M.I Verbal/Linguistic).
4. During the lecture the students will be taking notes on the material presented.
5. After the lecture, hand out the worksheet on the movie and have them look over it while I get the movie ready.
6. Before I start the movie ask the students if they have any questions over the worksheet (M.I. Verbal/Linguistic).
7. Start the movie, during this time the students should fill out their worksheet and I will make sure that they all are paying attention by being very observant.
8. After the movie, ask if anyone has any questions about the movie (M.I. Verbal/Linguistic).
9. Collect the worksheets.
10. Hand out the vocabulary chart worksheet.
11. Explain the worksheet and then the remainder of the class they need to work on it.
Closure:
Today we have learned a lot about some of the important events and people who got the Civil Rights Movement up and going. The video we watched showed us especially how important Rosa Parks and Dr. Martin Luther King Jr. played their role in the Civil Rights Movement. It is important to remember that these people were the backbone of the Civil Rights Movement and if it were not for them African Americans might not have the rights that they have today. Tomorrow we are going to learn more about the protest that took place and the types of confrontations that the African Americans had to deal with. I would like you to read section two of chapter 18 and do not forget to fill out your vocabulary chart as you read.

Adaptations/Enrichment:
Students with learning disabilities can be given a print out of my power point lecture. This will allow them to pay attention to my lecture without having to worry about getting the notes written down in time.

During the movie, students with learning disabilities could work with a partner to help them fill out the movie worksheet. Also they could be given a worksheet with fewer questions on it.

Using a vocabulary graphic organizer will help students with ADHD organize their thoughts on paper.

Self Reflection:
How smooth was the lecture I was giving? Did it seem to flow well or were certain areas choppy?
Did the students have enough time to write down the notes during the lecture or was I going to fast?
During the movie, were the students paying attention or were they talking to their friends or sleeping?
Were most of the students able to fill out the worksheet or was the movie going too fast for them to understand and write down answers?
What was the students’ overall response to the lesson?
Mighty Times Worksheet

Please fill out the questions, you do not need to write full sentences.

1. What did people call Rosa Parks?

2. Name some of the places that African Americans were not allowed to go into.

3. What occupation did Rosa Parks have?

4. Who put Rosa Parks in charge of a youth group?

5. Describe what happened on December 1st, 1955?

6. One December 4th 1955 what did Rev. Robert Gratez tell his congregation to do?
7. How long did Rosa Parks trial last and what was she guilty for?

8. What was mailed to the people of Montgomery, Alabama from all over the United States?

9. Who was the voice of the one black radio program in Montgomery Alabama?

10. What are “Rolling Churches”?

11. What did Martin Luther King Jr. tell people after his house had been bombed?

12. How many days did the Montgomery Bus Boycott last?
13. In your opinion, do you think that eventually there would have been a Montgomery Bus Boycott if Rosa Parks had given up her sit that day on the bus?
Mighty Times Worksheet

Please fill out the questions, you do not need to write full sentences.

1. What did people call Rosa Parks? (Bloom’s Knowledge)
   The Mother of the Civil Rights Movement

2. Name some of the places that African Americans were not allowed to go into. (Bloom’s Knowledge)
   Parks, Zoos, In stores to try on clothes

3. What occupation did Rosa Parks have? (Bloom’s Knowledge)
   Seamstress

4. Who put Rosa Parks in charge of a youth group? (Bloom’s Knowledge)
   E.D. Nixon

5. Describe what happened on December 1st, 1955? (Bloom’s Knowledge)
   Rosa Parks sat down in the colored section of the bus. A white man was standing so the bus driver when back and asked the four black people to move so that he could sit there. Rosa refused to move. The bus driver called the police and she was then arrested by the police and taken to jail.

6. One December 4th 1955 what did Rev. Robert Gratez tell his congregation to do? (Bloom’s Knowledge)
   “Stay off the buses”
7. How long did Rosa Parks trial last and what was she guilty for? (Bloom’s Knowledge)

    Trail lasted for five minutes and she was guilty for disturbing the peace.

8. What was mailed in to the people of Montgomery, Alabama from all over the United States? (Bloom's Knowledge)

    Shoes

9. Who was the voice of the one black radio program in Montgomery Alabama? (Bloom's Knowledge)

    Ace Anderson

10. What are “Rolling Churches”? (Bloom’s Knowledge)

    They were vehicles that were purchased by church congregations to help drive people to and from work.

11. What did Martin Luther King Jr. tell people after his house had been bombed? (Bloom’s Knowledge)

    “Please do not fight. Violence must not come from any of us”

12. How many days did the Montgomery Bus Boycott last? (Bloom’s Knowledge)

    381 days
13. In your opinion, do you think that eventually there would have been a Montgomery Bus Boycott if Rosa Parks had given up her sit that day on the bus? Why or why not? (Bloom’s Evaluation)

There can be several answers to this question. Just make sure that the student argues their point well.
Lesson Plan Modified for ADHD

Manchester College
Education Department/ Lesson Plan Format

Lesson By: Deana Strantz

Lesson: Nonviolence the Road to Freedom

Approx. length: 45 minuets

Age or Grade Intended: U.S. History (11th Grade)

Academic (IN State) Standards: USH.6.2 Summarize the early struggle for civil rights and identify events and people associated with this struggle.

USH.7.1 Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement.

Performance Objectives: The students will write a half a page journal entry on the differences between Rosa Parks and Dr. Martin Luther King Jr. take on nonviolence using the teacher created worksheet as a guide with 100% participation.

The students will discuss their opinions on nonviolence with a partner, taking into consideration the information they have learned in class, with 100% participation.

The students will create a poster, like organizations did during the civil rights movement, on nonviolence using the information they learned in class with 100% participation.

Assessment: The students will need to turn in their journal entries to the teacher and she will review the entries and check for the requirements and participation. Then when the students have broken into their pairs the teacher will go around with a class check list and check off the students that are participating in the discussion on their opinions on nonviolence. Lastly the students will present their posters to the class and then hang up there nonviolent posters in the room where the teacher and look and check for full class participation.

Advanced Preparation by Teacher: The teacher will need to create and make copies on the worksheet that compares the nonviolence beliefs of Rosa Parks and Dr. Martin Luther King Jr. Also the teacher will need to create and copy the journal entry worksheet. The teacher will need to gather some poster and supplies for the poster activity. Also the teacher can also make her own poster so that the students will have one to look at for an example.
Procedure:

**Introduction:** Hello class, yesterday we watched a very important movie on the importance that Rosa Parks and Martin Luther King Jr. had on the beginning of the Civil Rights Movement. Today we are going to look at something that both Rosa Parks and Dr. King strongly believed in more closely. What do you think that was? (Give students a chance to answer and let them go or give them hints until they say nonviolence) (Blooms: Application)

Very good, nonviolence was very important to both Rosa Park and Dr. King, but they both viewed nonviolence in a different way. Today we are going to explore those differences and you are going to have a chance to talk about your own opinion on nonviolence.

**Step-by-step:**

1. Handout the nonviolence handout. “Now, I am going to read to you the nonviolence handout.” Read the handout aloud to the students. Tell them that they can just sit and listen or follow along with the handout. (M.I. Verbal/Linguistic)
2. After you have read the handout, pass out the journal assignment (Bloom: Application).
3. Read the instructions out loud and then ask if the students have any questions.
4. Explain to the students that they will have 15 minutes to do the assignment. Then set the timer in the class so you know when 15 minutes is up.
5. As the students are writing their journal walk around the room and check to make sure they are staying on task and to answer questions they may have.
6. After the timer has gone off, indicating 15 minutes, have the students break up into pairs with someone not sitting next to them.
7. Tell them that they will have five minutes to discuss with their partner, “What do you think about nonviolence?” (M.I. Interpersonal) (Bloom: Evaluation)
8. Set the timer for five minutes and tell them to begin. During this time the teacher should go around with her checklist and check off students that are participating in the discussion.
9. After five minutes has gone by ask the students to return to their proper seats.
10. Then explain the next activity, “One of the methods of nonviolent action is displaying banners, posters, and other forms of communication. Choose an issue that is important to you. Design a banner or poster and then you will present it to the class and hang it up in the room. You will have 15 minutes to create your poster”. (M. I. Visual-Spatial)
11. At this time students will be allowed to get up and get a poster and any supplies they need to create their poster. As they do this, write the instructions you just read to them on the board.
12. While they are creating their poster the teacher will need to walk around the room to make sure they are staying on task.
13. After they are done with their poster. Have all the students sit down and one by one have the students stand up and present their poster to the class. (M. I. Verbal/Linguistic)
14. During this time the teacher will check to make sure all students participated in making a poster.

**Closure:** Today we learned about nonviolence and the different stands that Rosa Parks and Dr. King had on them. This is important because nonviolence will pay a major role in the rest of the Civil Rights Movement. Today you created one type of nonviolence protest, a banner. Tomorrow we are going to learn about other types of nonviolence movements like sit-ins.

**Adaptations/Enrichment:**

This lesson allows for students to get up a couple of times out of there sits to either dicuss or to get supplies for their poster. This will help use up some energy.

I implemented the use of a timer during several parts of the lesson. This will add structure and let students with ADHD know when we are moving on to the next part of the lesson.

I will also provide all of the students with the directions orally as well as in a handout. This will help the students with ADHD self-monitor. It also details what they are expected to do in the time that is given.

Also in regards to the journal entry I gave a checklist that will be used to evaluate the student’s writing. This will help students with ADHD know exactly what they need to do to earn completion.

**Self Reflection:**

Were the students able to stay on task when writing their journal entry?

Were the students participation in the sharing of their opinions on nonviolence?

Did presenting their posters in front of the class uncomfortable for anyone?

Did they have enough or too much time to complete the different tasks in the lesson?

**Lesson Idea from:**

Nonviolence

Rosa Parks vs. Dr. King

Mohandas (Mahatma) Gandhi (1869-1948) used nonviolent demonstrations and nonviolent resistance to win India’s independence from Britain in 1947. Dr. Martin Luther King, Jr. believed strongly in nonviolence. He led the Civil Rights Movement in nonviolent direct action and nonviolent resistance to unjust laws. He practiced personal nonviolence. If someone hit him, he did not strike back. He taught his followers to meet violence with the power of love.

Rosa Parks

While Rosa Parks agreed to the nonviolence tactics by Dr. King, she did not believe so strongly in the principles of nonviolence. In her autobiography, Rosa Parks: My Story, she wrote:

“I was raised to be proud, and it had worked for me to stand up aggressively for myself.... On an individual level, nonviolence could be mistaken for cowardice.... However, with the entire African American population of Montgomery going the nonviolent way, I saw that the tactic could be successful.... To this day, I am not an absolute supporter of nonviolence in all situations. “

Dr. Martin Luther King Jr.

These are adapted from the teaching of Dr. Martin Luther King, Jr.

1. Nonviolence resists evil and oppression.
2. Nonviolence seeks to win the friendship and understand of the opponent—not to humiliate or defeat the opponent.
3. Nonviolence attacks the forces of evil, not the persons doing the evil.
5. Nonviolence is based on love—and that includes loving one’s opponents.
6. The person who practices nonviolence believes in the future and believes that same day justice will triumph.
Journal Entry

Dr. King believed in nonviolence as a moral principle. Rosa Parks believed in nonviolence as a tactic that worked. Discuss the difference between these two positions using the nonviolence handout. Write your answer in your journal. You need to have a least a half a page entry.

Checklist Assessment Tool for Journal Entry
1. Did the student discuss the position that Rosa Park had?
2. Did the student discuss the positions that Dr. King had?
3. Did the student use examples from the nonviolence handout?
4. Did the student at least have a half a page entry?
Lesson: Sit-ins Challenge Segregation

Approx. Length: 50 minutes

Age or Grade Intended: U.S. History (11th Grade)

Academic (IN State) Standards: USH.7.1 Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement.

USH.9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved

Performance Objectives: The students will write a play about the sit-in protests in the civil rights movement following the teacher’s example with 100% participation.

The students will perform their plays for the class and teacher with 100% participation.

The students will write a journal entry on the way they felt after they have all performed their plays with 100% participation.

Assessment: The students will turn in their play to the teacher where she will review it for participation. Next while the students are acting out their play the teacher will have a check sheet to mark off when students participate during the play. Lastly she will have them turn in their journal entry to make sure they have fully grasped what people who participated in sit-ins might have felt during those protests.

Advanced Preparation by Teacher: The teacher will need to create a PowerPoint about sit-ins so that the students will learn what they are about before they write their plays. Next the teacher will need to write a sample and make copies on a sit-in play so that the students have a model to look at. Lastly the teacher will need to have a check list to check off participation from students during the play.
Procedure:

**Introduction:** Hello class, yesterday we learned a little bit about Dr. Martin Luther King Jr. and Rosa Parks and their separate views they had on violence. Also we learned about a very important act of nonviolence protest, banners. Today we are going to learn about sit-ins. Can someone tell me what a sit-it is? (Bloom: Knowledge) Very good a sit-in was when African Americans would walk into an all white restaurant and would stay there until they got served or until it closed. Today you are going to have an opportunity to write and act out your own sit-it.

**Step-by-Step:**

1. Have the students put everything else away except for their notes. During this time I will get the PowerPoint presentation up and running.
2. During the presentation I will ask question like “What do you predict the effect that sit-ins will have on the civil rights movement? (Bloom: Analysis) What did the people who participated in sit-ins hope to accomplish? (Bloom: Analysis) Why did college students decide to participate in sit-ins? (Bloom: Comprehension) Do you think that you would have participated in a sit-in during the Civil Rights Movement?” (Bloom: Evaluation)
3. During the presentation the students are expected to take notes. (M.I. Linguistic)
4. After the PowerPoint, have the students put their notes away. At this time break the students into groups of five or seven.
5. Once they are broken into groups, hand out the teacher created sit-in play example.
6. When they have the play example explain, “This play re-creates the drama of a lunch counter sit-in in the early 1960s in the segregated South. I want you all to create your own play of a sit-in. Make sure that everyone has a part and participates because I will have a check list to make sure you do. When you act out your play you will be able to see, hear, and feel what happened in the sit-it. Remember that his play involves some major emotional issues of racism and violence so I want you to take this very seriously.” (Bloom: Synthesis)
7. After the explanation the students will work on writing out their play. During this time the teacher will walk around and be checking on the groups to make sure they are staying on task. (M.I. Interpersonal)
8. After the students are done writing their plays they will have some time to practice. At this time the teacher will walk around to see if the students have any questions.
9. After the students are done practicing, all the students will return to their seats and the teacher will choose one group to go first.
10. The first group will go and during their play the teacher will have her check list and check off when the students are participating. (M.I. Bodily-kinesthetic)
11. After the first group goes the second group will go and so on until all the groups have gone.
12. Once all the students have gone the teacher will ask all the students to sit back down and get out a sheet of paper.
13. Tell the students, “Alright now you have a greater understanding about what those college students had to go through during the sit-ins. I want you to write a journal entry as if you were one of the African Americans participating in a sit-in. How did you feel? Was there ever a time when you wanted to fight back? (Bloom: Evaluation) (M.I. Intrapersonal)

**Closure:** Today we learned about another nonviolent protest that was used during the Civil Rights Movement, sit-ins. I hope that when you performed your plays today that you really got an idea on what those college students had to go through to make their point. Tomorrow we are going to learn about another type of nonviolent movement, Freedom Rides.

**Adaptations/Enrichment:**
I can make copies of the PowerPoint notes to give to students with learning disabilities who may not be able to write or process information as quickly as others.

The groups they are getting in to create their plays will help with social skills as well as help them complete the assignment with help from their peers.

The play example will help students with learning disabilities to have a good example to follow so that they know what is expected from them.

I am trying to teach the concept of sit-ins in three different ways. The first way is with a PowerPoint, the second is with writing and performing the play, and the third is with writing a journal. Using three different activities should at least ensure that students with learning disabilities have at least one way of learning.

**Self Reflection:**
Was there enough time for each activity?
Did the students like the play or did they think it was silly?
Did the groups work well with each other?
Did the students take the play seriously or did they joke around with it?
What should I change for next time?

Lesson Idea from:
Lunch Counter Play

NARRATOR:
Our play is set in southern state in 1962. The Civil Rights Movement has begun to challenge old laws and traditions that forcibly separate black and white people. Among the leaders of the movement are young people, who bravely put their bodies on the line in the struggle for justice.

DEMonerS:
Dear God, give us strength to challenge this unjust law. Give us peaceful, loving hearts. Help us to love those who want to be our enemies. Guide us in your way of peace and justice.

OTHER DEMonSTRATORS:
Amen

DEMonSTRATORS: Remember, no matter what they do, we are going to stay nonviolent. Are we all agreed that we go to jail if it comes to that?

OTHER DEMonSTRATORS:
(speaking together)
Yes. Yes, that's right. I'm ready.

DEMonSTRATOR:
Then let's go in.

(The young people enter and sit down at the lunch counter. The waitress backs away as far as she can. She turns her back and looks over her shoulder, as if hoping they will disappear.)

DEMonSTRATOR:
Excuse me, ma'am, I'd like to order.

DEMonSTRATOR:
Could you bring me a cup of coffee, please?

WAITRESS
You know you all aren't supposed to be here.
DEMONSTRATOR:
   We would just like to have a little something to eat.

WAITRESS:
   We don’t serve blacks here.

DEMONSTRATOR:
   Could I see a menu, please?

WAITRESS:
   Now, you all just get out. Just leave. I don’t want any trouble.

DEMONSTRATOR:
   I don’t want any trouble either. I am a person, just like you. I’d like a cup of coffee, please.

WAITRESS:
   Blacks are not allowed here. This lunch counter is only for whites. You have to leave.

NARRATOR
   The waitress is a little person, caught in the middle of a big struggle. Whatever she personally thinks or feels, she is bound by the rules of the place where she works. And she has grown up in a segregated country. She can’t quite believe that these young people are challenging the way that things have always been.

(Hecklers now enter the scene)

HECKLER:
   Hey, kid, don’t you know this is a white lunch counter?

HECKLER:
   Yeah, kid, get you black behind out of here!

DEMONSTRATOR:
   I would just like to have a cup of coffee.

HECKLER:
Oh, yeah? Well, you don’t drink coffee here. You get on back to your own side of town.

(HECKLER shoves DEMONSTRATOR)

HECKLER:
Get on out of here, before you find some real trouble.

(HECKLER pretends to punch DEMONSTRATOR in the head)

HECKLER:
Maybe you want some ketchup to go with your coffee?
(HECKLER picks up ketchup bottle and squirts ketchup on head and back of DEMONSTRATOR)

WAITRESS:
Now, come on, you all. I don’t want any trouble here.

HECKLER:
Seems like these blacks and blacks-lovers want trouble though.

(HECKLERS harass all the DEMONSTRATORS.)

WAITRESS
Come on, you all. Please don’t make trouble at my lunch counter. I’ll have to call the police.

HECKLER
You just do that. And while you do, we’ll have a little fun with these commie agitators.

(WAITRESS goes to telephone and calls police. HECKLERS begin to pull DEMONSTRATOR off chair, kicking and punching him/her to the ground, while yelling insults. The DEMONSTRATORS say nothing. They sit quietly at the lunch counter until thrown on the floor.)

WAITRESS
Stop! You’re hurting him! You don’t need to do that!
(Officer’s enter the scene)

OFFICER
    Looks like you have quite a crowd here, ma’am.

WAITRESS
(in tears)
    I don’t know what to do. They won’t leave. (Pointing to Demonstrators)

    And they won’t leave them alone. (Pointing to HECKLERS)

OFFICER
    Well, I think we can handle it from here.
(speaking to HECKLERS)

    You fellows run along.

DEMONSTRATOR:
    I just want to order a cup of coffee.

WAITRESS:
    And I told you I can’t serve blacks here.

OFFICER:
    We’ll handle this.
(speaking to DEMONSTRATOR)
    You are under arrest for trespassing.

WAITRESS:
    I don’t know what this world is coming to. I just don’t know.
Lesson Plan: Freedom Rides

Approx. Length: 50 minutes

Age or Grade Intended: U.S. History (11th Grade)

Academic (IN State) Standards: USH.7.1 Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement.

Performance Objectives: The students will write a song verse about the freedom rides protests in the civil rights movement using the handout as a reference with 100% participation.

The students will perform their verses for the class and teacher with 100% participation.

The students will answer questions on an infographic in their textbook with 90% accuracy.

Assessment: The students will turn in their song to the teacher where she will review it for participation. Next while the students are performing their verses the teacher will have a check sheet to mark off which students are participating. Lastly the teacher will have the students turn in their answers to the infographic where she will look over it for 90% accuracy.

Advanced Preparation by Teacher: The teacher will need to create a PowerPoint about freedom rides so that the students will know a little more about freedom rides before they write their songs. Next the teacher will need to create the handout about the sample freedom songs. Lastly the teacher will need to have a check list to check off participation from students during the song.

Procedure:

Introduction: Hello class, yesterday we learned a little bit about sit-ins and the impact that they had in the Civil Rights Movement. Today we are going to learn about the freedom rides. Can someone tell me what freedom rides are? (Blooms: Knowledge) Very good! Right now we are going to watch a YouTube video on John Lewis. He was an African American who participated in freedom rides. Later on you are going have a chance to write a song verse that they might have sang on the freedom rides.
Step-by-Step:

1. At the beginning of the period the teacher will have the students put everything away and the students will watch a short two minute YouTube video on John Lewis, a man who participated in the freedom rides in 1961. (M.I. Visual-Spatial)

2. After the video the teacher will ask the students what they thought of the video clip and what they think the freedom ride meant to John Lewis. (M.I Verbal-Linguistic)

3. After the discussion the teacher will ask the students to get out their notes for the PowerPoint.

4. During the presentation I will ask question like “What did the people who participated in freedom rides hope to accomplish? (Bloom: Analysis) Why did the freedom rides lead to violence? (Bloom: Analysis) Do you think that you would have participated in a freedom ride during the Civil Rights Movement?” (Bloom: Evaluation)

5. During the presentation the students are expected to take notes. (M.I. Verbal/Linguistic)

6. After the PowerPoint, have the students put their notes away. At this time break the students into groups.

7. Once they are broken into groups, hand out the teacher created handout on freedom rider songs examples.

8. When they have the handout explain, “Here is handout that has different verses of songs that people on the freedom rides use to sing. I want you to write your own freedom ride verse to a song. Everyone in your group needs to participate in writing the verse and afterwards everyone needs to present their verse to the class. I will have a check list to make sure you do participate. You can do it in any musical style that you want such as rap, country, rock or gospel. Have fun with this and just do your best.” (M.I. Musical) (M.I. Interpersonal)

9. After the explanation the students will work on writing their verse. During this time the teacher will walk around and be checking on the groups to make sure they are staying on task.

10. After the students are done writing their verse they will have some time to practice. At this time the teacher will walk around to see if the students have any questions.

11. After the students are done practicing, all the students will return to their seats and the teacher will choose one group to go first.

12. The first group will present their verse and the teacher will have her check list where she will check off the students who participated. (M.I. Musical)

13. After the first group goes the second group will go and so on until all the groups have gone.

14. Once all the students have gone the teacher will ask all the students to sit back down and get out their textbooks.

15. Tell the students, “You all did a really good job on all of your songs. Now on page 591 in your textbook you will see an infographic about Riding for Freedom. I want you to read it and do the two questions at the end. Be sure to think this through because you will be
turning it in for a grade.” The questions at the end are “Why do you think the freedom riders chose the route that they did?” (Bloom: Analysis) “Do you think they anticipated the opposition they encountered?” (Bloom: Evaluation) (M.I. Intrapersonal)

16. As they are reading and writing the answers they teacher can walk around to see if the students have any questions

17. If the students are done with it before the period they can turn it in, if not then they will need to turn it in next period.

**Closure:** Today we learned about freedom rides and how they helped lead desegregation of interstate public transportation and related facilities in the South. You all got a chance to write and sing a verse that riders on the buses might have sang. Tomorrow we are going to look at more protests and confrontations; especially the *Letter from Birmingham Jail* by Martin Luther King Jr.

**Adaptations/Enrichment:**

Gifted and talented students should be assigned different work, not more work. One modification I could make for gifted and talented in this lesson is to have these students act as the leaders in their groups for writing their verses. This would allow the students to practice their leadership skills and give them some more responsibility and challenge than the other students.

Also gifted and talented should be given the opportunity to explore a subject more. If I have a gifted and talented student who is really interested in this topic then I can tell them to read the book, “Freedom Riders: John Lewis and Jim Zwerg on the Front Lines of the Civil Rights Movement”. This short story shares the lives of two men, one white and one black, who participate in the Freedom Rides together. I would want the student to pay attention to the similarities and differences between the two men and then I would have them report their findings back to the class. This gives the student to have a more in-depth study of the subject.

Some gifted and talented students are very creative and talented and need to be challenged more in their creativity. For this lesson instead of having these students just write one verse to a song I could have them write an entire song. This would make them really have to think and use their creativity. This enrichment would be really good for a student who is gifted and talented in music as well. The activity might even give the student a chance to bring in an instrument to help them perform their song for the class.
**Self Reflection:**

Was the entire class period taken up or did I have time left over?
Did the students like the song?
Were some students uncomfortable with singing in front of class or did they seem to think it was fun?
Did the groups work well with each other?
What should I change for next time?

Lesson Idea from:

FREEDOM RIDE SONGS

“Stand up and rejoice, a great day is here.
We’re fighting Jim Crow and the vict’ry is near.
Hallelujah, I’m a-traveling, hallelujah, ain’t it fine?
Hallelujah, I’m a-traveling down freedom’s main line.”

“Ain’t gonna let segregation turn me around,
   Turn me around, turn me around
Ain’t gonna let segregation turn me around,
   Gonna keep on walkin’, keep on talkin’,
   Gonna build a brand-new world.”

“If you miss me at the back of the bus, and you can’t find me nowhere,
   Come on up to the front of the bus, I’ll be ridin’ up there.
   I’ll be ridin’ up there, I’ll be ridin’ up there.
   Come on up to the front of the bus, I’ll be ridin’ up there.”

“Only thing that we did right
   Was to organize and fight.
   Keep your eyes on the prize, hold on, hold on.
   Keep your eyes on the prize, hold on.”
Lesson: King Campaigns in Birmingham

Approx. Length: 50 minutes

Age or Grade Intended: U.S. History (11th Grade)

Academic (IN State) Standards: USH.7.2. Summarize main ideas of Rev. King’s “I Have a Dream” speech and “Letter from Birmingham Jail.”

Performance Objectives: The students will write down answers to questions about the “Letter from Birmingham Jail” with a partner after listening to the teacher read the letter with 80% participation.

The students will share with their class the answer that they came up with about the “Letter from Birmingham Jail” with 100% participation.

The students will write a journal entry about what they think about the “Letter from Birmingham Jail” with 100% participation.

Assessment: The students will each need to write out the answers to their assigned questions even though they are working with a partner because both group members will turn it in so the teacher can check for accuracy. Each group will need to share their answers to their assigned questions to the whole class. The teacher will have a check list to mark off participation. Lastly after the students are done writing their journal entries they will turn them into the teacher so she can check for participation.

Advanced Preparation by Teacher: The teacher will need practice reading the “Letter from Birmingham Jail” for the students to listen to. Also the teacher will need to print out and make copies of the “Letter from Birmingham Jail” and the questions that go along with it. Lastly the teacher will need to have a check list to check off participation from students during their sharing time with the class.

Procedure:

Introduction: Hello class, yesterday we learned about freedom rides and how they helped led desegregation of interstate public transportation and related facilities in the South.
Also you all got a chance to write and sing a verse that riders on the buses might have sang.

Today we are going to listen, read, and answer questions about the primary source, “Letter from Birmingham Jail”. Can someone tell me what a primary source is? (Bloom: Knowledge) Good a primary source is something that was written at that time period. Who here knows who wrote “Letter from Birmingham Jail”? (Bloom: Knowledge) Correct, Martin Luther King Jr. wrote “Letter from Birmingham Jail” when he was arrested and thrown in jail in Birmingham, Alabama. I really want you to pay attention when I read this letter, try to put yourself in Dr. King’s shoes and try to feel what he felt when he wrote this.

Step-by-Step:

1. At the beginning of the period the teacher will have the students put everything away and just get out a pencil or pen out. At this time the teacher will be passing out the “Letter of Birmingham” handout and questions.

2. Once all the students have a handout the teacher will begin reading the letter. At this time the students will be expected to underline key sentences and points in the letter. The teacher will explain that highlighting these key points will help them answer the questions later. (M.I. Verbal-Linguistic)

3. After the teacher is done reading the letter she will break the students up into pairs.

4. Once the students are with their partners explain “Now that I have broken you up in pairs I am going to assign each group a set of questions that you each are going to need to answer on a sheet of paper. Once you are done answering your questions you are going to need to present your answers to the rest of the class.” (M.I. Interpersonal) (M.I. Verbal-Linguistic)

5. When the students are answering their questions the teacher will walk around the room to make sure that everyone is staying on task. Also she will be walking around the room to check to see if any of the students have any questions.

6. Once everyone has answered their questions she will have the students arrange their desk in a circle around the room.

7. Once all the desks are in a circle she will ask for the students to sit down next to their partner.

8. After they are sitting the teacher will start with the first group that had the first set of questions and will ask them to present their answers. At this time the teacher will make sure she has her check list out to make sure she marks off participation. (M.I. Interpersonal) (M.I. Verbal-Linguistic)

9. After everyone in the group has gone she will open the classroom up for discussion. At this time she will ask if anyone has any opinions or would like to add to someone’s question. At this time the teacher will act as a moderator. She will make sure the discussion in taking a forward motion and might ask additional questions to keep the conversation going.
10. Once the discussion is over the teacher will have the students put the desks back the way they are.
11. The teacher will then pick up all the answers to the questions and will ask the students to get out another sheet of paper.
12. Once the students have out their sheet of paper the teacher will explain, “Today we have learned a lot about the “Letter from Birmingham Jail”. You had a chance to here other students opinions and to discuss things with a partner. Now I want you to write a half a page journal entry about what you thought of the letter. I will not be grading on spelling or grammar, but do make is legible please. If you get done with if now you can turn it in, if not please turn it in for next class period, thanks”. (M.I. Intrapersonal)

**Closure:** Today we learned about Dr. King’s “Letter from Birmingham Jail”. This is really important because it was a primary source and primary sources are the key component to understanding history. I hope that you understood the key points that Dr. King was trying to make in this powerful letter. Next class we are going to look at the impact that television and the media had on the Civil Rights Movement.

**Adaptations/Enrichment:**

Working with a partner should help keep frustration levels low for a student with an emotional or behavioral disorder because the work load is shared. They also can communicate their ideas in a smaller, less intimidating setting instead of in front of the entire class.

I will carefully select the partners for the student with an emotional or behavioral disorder to help the student feel comfortable and to help manage his/her frustration levels and maybe place them with someone who would be more comfortable presenting the answer in front of the class.

The journal entry will be beneficial to students with emotional disorders because they can act as an outlet that allows them to put their thoughts and feelings on paper.

**Self Reflection:**

Was the class listening when I read the letter or were they not paying attention?
Did the students seem to work well with their partner or was one doing most of the work while the other just sat there?
Were some students uncomfortable with presenting the answers in front of class?
Did the students stay on task when writing their journal entries?
What should I change for next time?

Lesson Idea from: Stanford University Education Site
Questions about “Letter from Birmingham Jail”

Group One

What are King's reasons for being in Birmingham? (Bloom: Analysis)

How does King answer to the charge of being an outsider? (Bloom: Comprehension)

Group Two

The line in bold print is considered one of the King’s most famous quotes. What does this mean for individual’s who have ignored the issues of Birmingham? (Bloom: Comprehension)

What does this mean today for each of us living in the United States? (Bloom: Application)

Group Three

What are the four basic step of nonviolent direct action? (Bloom: Knowledge)

For each of the steps state the example in Birmingham. (Bloom: Comprehension)

Can you think of another historical (local, national, global) Example of nonviolent protest which followed these steps? (Bloom: Application)

Group Four

Why did King and others decide to delay their actions? (Bloom: Analysis)

Group Five

What does King mean by “constructive nonviolent tension” and how does he define its goal? (Bloom: Comprehension)

Group Six

The above paragraph in bold is another of King’s most well known statements. Choose an example from United States history which represents the “painful experience that freedom is never voluntarily give by the oppressor.” Choose an example which illustrates his point that “justice too long delayed is justice denied.” (Bloom: Application)
Group Seven

List the injustices and choose three to compare to the Bill of Rights and/or the UDHR. (Bloom: Knowledge) (Bloom: Comprehension)

Group Eight

King describes two types of law, just and unjust, how does he define each? (Bloom: Comprehension)

Can you give other examples in the present of unjust laws you feel a moral obligation to disobey? (Bloom: Application)

Would you be willing to accept the consequences? (Bloom: Evaluation)

What are the effects of segregation? (Bloom: Application)

Group Nine

Do you need to obey a law you did not participate in creating? (Bloom: Evaluation)

Most of you are under 18, do you need to live by a law you did not participate in making? (Bloom: Evaluation)

Residents in a country, should they obey laws they did not participate in creating? (Bloom: Evaluation)

Group Ten

Breaking an unjust law lovingly? Could you get to this state? (Bloom: Evaluation)

Why does he think this would be an expression of respect for the law? (Bloom: Analysis)

What if his actions do not arouse the conscience of the community? (Bloom: Evaluation)

What is worth it? (Bloom: Evaluation)

Group Eleven

What does King warn will happen if the Negro Community is not allowed to demonstrate through nonviolent actions? (Bloom: Knowledge)
Group Twelve

Why does King welcome the label extremist? (Bloom: Analysis)

What is your favorite quote? (Bloom: Evaluation)

How can you connect this to your life or issues in your community today? (Bloom: Evaluation)
Lesson: New Voices for African Americans

Approx. Length: 50 minutes

Age or Grade Intended: U.S. History (11th Grade)

Academic (IN State) Standards: USH.7.1 Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement.

Performance Objectives: The students will write a journal entry about black power with 100% participation.

The students will create a timeline about the civil rights movement given a list of events with 90% accuracy.

Assessment: After the students are done writing their journal entries they will turn them into the teacher so she can check for participation. Also the students will turn in their timelines to the teacher where she will check for 90% accuracy.

Advanced Preparation by Teacher: The teacher will need to create a power point about material over Malcolm X and black power. Also she will need to create and make copies of the requirements that the timeline will need to have on them.

Procedure:

Introduction: Hello class, yesterday we learned about Dr. King’s “Letter from Birmingham Jail”. Today we are going to learn about people who chose not to necessarily follow the nonviolent protests of Dr. King. We are going to watch a little video about the 1968 Olympics. Something very interesting happened there. (Watch YouTube video) Has anyone here ever heard about this event prior to this? (Bloom: Knowledge) Well we are going to learn a little more about this event and the events that lead up to it today. Later on I am going to have you do an overall timeline of the Civil Rights Movement.
**Step-by-Step:**

1. Have the students put everything else away except for their notes. During this time I will get the PowerPoint presentation up and running.
2. During the presentation I will ask question like “Why did Malcolm X call for an end to integration? (Bloom: Application) Why were many Americans afraid of black power? (Bloom: Evaluation) How did the Black Panthers influence African American culture? (Bloom: Analysis)
3. During the presentation the students are expected to take notes. (M.I. Verbal-Linguistic)
4. After the PowerPoint presentation students will get out their journal and answer this question in it… “How did the concept of black power differ from Martin Luther King Jr.’s approach to civil rights?” (Bloom: Analysis) (M.I. Intrapersonal)
5. After the students are done with their journal entries, the teacher will pass out the handout on the timeline.
6. Once the students all have the handout the teacher will explain, “Ok class now that we are almost done with our Civil Rights Movement I want you to do a timeline over the major events that happened during this time. On the handout are the events that you need to make sure you include. For each event you need to write down the date and a few words describing what happened. You can also draw a little picture if you would like. For example On the March of Washington event you can draw the Washington Monument. You will be graded on making sure you have all the event on the worksheet and on neatness. You also will be able to earn some bonus points for creativity.” (M.I. Logical-Mathematical) (M.I. Visual-Spatial)
7. After the teacher as explained the handout the students will be allowed to get up and get the supplies they need.
8. Once the students have their supplies they will have the rest of the class period to work on their timeline. At this time the teacher will walk around the room and check to make sure the students are staying on task and to answer any questions the students might have.
9. At the end of the period the students will need to put everything away and turn in their timeline. If the students are not finished with their timelines then they can take it home and work on it and turn it in next period.

**Closure:** Well today we learned about the different approaches that some African Americans took to try and win their rights. Malcolm X was to many a major leader in the Civil Rights Movement. As you can tell by your timelines that you made the Civil Rights Movement had many important and everything sort of built on the next. It is important to realize those events and how they happened because if a lot of them had not happened the way it did the Civil Rights Movement probably never would have happened.
**Adaptations/Enrichment:**
I will explain everything that we will be doing that day way in advance so that there will be no surprises and that will eliminate the student from getting upset or confused.

I can hand the student a copy of the PowerPoint so that they will not have to worry about writing it down, but instead they can just focus on the teacher.

The handout about what needs to be on the timeline will help an autistic student know what exactly needs to be on the assignment and will help them focus on the task at hand.

Also I can have another student get the materials the autistic student needs for their timeline so that the student does not have to get up from their assigned seat in order not to disrupt the student’s need to be in a familiar setting.

**Self Reflection:**
Did the students like the YouTube video at the beginning of the lesson or did it seem to confuse them?
Were the students paying attention to the lecture and writing notes?
Did the students seem to understand the timeline directions or were they confused by them?
What went really well?
What should I change for next time?
Here is the list of events that you need to make sure you include in your timeline. You need to have all these events on your timeline to get full credit. Neatness does count and creativity can earn you bonus points. You will need to use your notes and textbook to find the dates of the events.

Rosa Parks refused to give up her seat to a white man
Brown v. Board of Education
Sit-in at Woolworth’s lunch counter
Congress Malcolm X was shot
NAACP was founded
CORE “freedom ride”
Dr. King was thrown into Birmingham Jail
March on Washington
“Bloody Sunday”
Desegregation of Central High in Little Rock, Arkansas
Voting Rights Act
Martin Luther King Jr. was assassinated
Jackie Robinson joined the Brooklyn Dodgers
Congress passed the Civil Rights Act of 1964
Olympic Protest by Tommie Smith and John Carlos
Congress passed the Civil Rights Act of 1957
Lesson: New Legislation Guarantees Voting Rights

Approx. Length: 50 minutes

Age or Grade Intended: U.S. History (11th Grade)

Academic (IN State) Standards: USH.7.1 Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement.

USH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

Performance Objectives: The students will complete the question on the first Voting Rights worksheet using their textbook as a guideline with 80% accuracy.

The students will have a debate about the voting rights of felons using their Voting Rights worksheet as a guide with 100% participation.

The students will complete the second Voting Rights worksheet questions using their textbook and class debate as a reference with 80% accuracy.

Assessment: The students will turn in their question to the first Voting Rights worksheet to the teacher for her to examine 80% accuracy. Also after the students have finished their debate they will turn in their second Voting Rights worksheet so that the teacher can check for 80% accuracy. Lastly the teacher will have a check off list for the debate portion of the class so she can check off participation

Advanced Preparation by Teacher: The teacher will need to create a PowerPoint about material the Voting Rights Act of 1965. Also she will need to create and make copies of the two Voting Rights worksheets. Lastly she will need to make sure she has a list of all her students on a clip board so she can check off their name during the debate portion of the lesson.
Procedure:

**Introduction:** Good day class! Last time we learned about Malcolm X and other African American groups that took a more radical approach to the Civil Rights Movement. Today we are going to discuss the Voting Rights Act of 1965. This was a good hurdle that the Civil Rights Movement had managed to jump over. But also we are going to talk about another Voting Rights Issues that can be more applied to today. Does anyone here know of the big debate about letting ex-convicts vote? (Bloom: Knowledge) Well it is a topic of debate and you all are going to be able to have a class debate about the issue.

**Step-by-Step:**

10. Have the students put everything else away except for their notes. During this time I will get the PowerPoint presentation up and running.
11. During the presentation I will ask question like “How many laws prior to the Voting Rights Act of 1965 were created for African Americans in mind? (Bloom: Knowledge) What do you think was the result of the diversity rate of voters after the act was passed in 1965? (Bloom: Application) What happened to the African American elected officials’ representation after the act was passed? (Bloom: Knowledge)
12. During the presentation the students are expected to take notes. (M.I. Verbal-Linguistic)
13. After the PowerPoint presentation students will put away their notes and get out one sheet of paper. At this time the teacher will hand out the first worksheet on the voting rights timeline
14. Once the student have the teacher will begin, “Living in America means that we have certain rights. One of the basic rights that we have is the ability to vote for our elected officials once we reach the age of eighteen. As many of you know this was not always the case. When America was first founded the only people allowed to vote were wealthy, white, men. Over time the right to vote in the United States was extended to more people over time. This worksheet shows a timeline to show when certain groups of people got the right to vote. After looking over the worksheet I want you to answer the question, “How can the government ensure fair and free suffrage in America?” You will need to write at least a half of page and turn it in to me after you are done. Remember to pay attention to spelling and make sure it is legible. ( M.I. Intrapersonal) (M.I. Verbal-Linguistic) (Bloom: Synthesis)
15. Once all the students have turned in their paper they will need to put their desks in one large circle. At this time the teacher will be handing out the second Voting Rights worksheet.
16. Once everyone as a worksheet the teacher will begin, “As you could see from the other worksheet a lot of people were not giving the right to vote and had to fight for it. Now you would think that everyone in the United States today had that right to vote as long as they are of legal age and sound mind, but this is not the case. There is a large debate about whether or not we should allow ex-convicts to vote. Some people think that they
have every right while others believe they have lost that privilege. I want you to look over the worksheet I have just handed you and look at the two quotes on there. They have very opposite views from each other. (Give students a chance to look over it) Ok now that you have looked over it I want us to have a class debate on whether or not you believe ex-convicts deserves the right to vote. Now it is very important to realize that we need to respect everyone’s opinion. Remember to take turns and not to interrupt anyone who is speaking. I will be checking off for participation points so I expect everyone to at least say something it you want your credit for this assignment. Ok who would like to begin?” (M.I. Interpersonal) (M.I. Verbal-Linguistic)

17. At this time the teacher will be monitoring the debate. It is her job to make sure that everyone is fair to one another and that the discussion keeps moving along.
18. Once the debate seems to be coming to a close the teacher will say, “Very good debate I was glad to see a lot of different opinions. Now on that worksheet I gave you, there are some questions I want you to answer for next class period. I want you to take into consideration everything we talked about today when you answer them.

**Closure:** Today we got a chance to learn about a very important accomplishment in the Civil Rights Movement, the Voting Rights Act of 1965. This act allowed African Americans the right to vote officially. Also you realized today that voting rights is still very much part of today’s society. You all had a chance to debate whether or not you think ex-convicts should be allowed to vote. This is important because the decisions we make today, like that of ex-convents right to vote, are ones that will affect generations down the road; just like the Voting Rights Act of 1965 had a huge impact on the African American population in the south. Tomorrow we are going to wrap up our Civil Rights Unit. We are going to learn about what happened at the end and how it all ties together.

**Adaptations/Enrichment:**
Students with an intellectual disability can be given the PowerPoint and a set of notes so that they are not worrying about writing them down. The notes can be the teachers notes or notes from a possibly another student or teacher aid.

Also these students can work with a partner for the first worksheet. This will allows them to be able to talk about their answers with another peer and maybe get some new ideas they did not think of.

During the debate the teacher needs to make sure that, that student is called on when they have a comment. Also explain to the student that during the debate they are allowed to speak their opinion and that there is no right or wrong answer so they should not be afraid to speak out.
**Self Reflection:**

Did the students seem to stay on task when they were doing the first worksheet?

Were the students able to put the desk in a orderly circle or did they seem to take a long time and chatter a lot?

Did the students seem to understand the different sides of the debate?

Did everyone who wanted to say something get a chance to say it in the debate?

What would I change for next time?

What went really well?
Voting Rights

What should the government do to promote voting rights?

Although the right to vote is a cornerstone of American democracy, many restrictions have been placed on voting rights over the years. As the history of the civil rights movement shows, gaining full electoral rights has been a struggle. How can the government ensure fair and free suffrage in American? Use the timeline below to explore this enduring question.

Description

1820s-1830s Age of Jackson
- States move toward universal white male suffrage

1870 Fifteenth Amendment
- Vote is extended to African American men, but this right is often violated.

1920 Nineteenth Amendment
- Women’s suffrage becomes law.

1965 Voting Rights Act
- Law strengthens African American voting rights.

1971 Twenty-sixth Amendment
- Voting age is lowered from 21 to 18.

2000 Presidential Election
- Polling-place irregularities lead some states to reform voting processes.
Voting Rights for Convicted Felons

Most states do not allow felons to vote while they are in prison. In some states, this ban continues even after they are released. Should ex-convicts have their voting rights restored?

In 11 states, ex-convicts automatically and permanently lose their right to participate in elections. Currently, 1.4 million offenders are denied the franchise. The only exceptions are ex-convicts who obtain pardons, which are rare. (The states that permanently bar all ex-convicts from voting are Alabama, Delaware, Florida, Iowa, Kentucky, Mississippi, Nevada, New Mexico, Tennessee, Virginia, and Wyoming.)

YES

“About 4.7 million Americans, more than 2 percent of the adult population, are barred from voting because of a felony conviction. Denying the vote to ex-offenders is antidemocratic and undermines the nation's commitment to rehabilitating people who have paid their debt to society.”- The New York Times, editorial
“Individuals who have shown they are unwilling to follow the law cannot claim the right to make laws for the rest of us. We don’t let everyone vote— not children, for instance, or noncitizens…We have…standards of trustworthiness before we let people participate in the serious business of self-government, and people who commit serious crimes don’t meet those standards.” –Roger Clegg, General Counsel, Center for Economic Opportunity

Please answer the following questions.

1. How do these two views of felon voting rights differ?
2. How does the issue of voting rights for felons differ from the issue of voting rights in the 1960s?
**Lesson Plan Modified for Vision Impairment or Hearing Impairment**

Manchester College

Education Department/ Lesson Plan Format

Lesson By: Deana Strantz

**Lesson:** The Effects the Media had on the Civil Rights

**Approx. Length:** 50 minutes

**Age or Grade Intended:** U.S. History (11\textsuperscript{th} Grade)

**Academic (IN State) Standards:** USH.9.4. Explain issues and problems of the past by analyzing the interests and viewpoints of those involved

**Performance Objectives:** The students will write three key points about how people might have been affected by a picture they pick in the PowerPoint getting two out of three correct.

The students will discuss about the effects that the media had on the Civil Rights Movement after viewing the PowerPoint with 100\% participation.

The students will complete the graph about the effects that they media had of the Civil Rights Movement getting at least four out of the seven correct.

**Assessment:** The students will need to turn in their three key points about the affects of media in the Civil Rights Movement so that the teacher can check to see if they got two out of the three correct. Then the teacher will have a check list so she can check off the students who are participating in the discussion. Lastly the students will need to turn graph to the teacher so she can check to see if four out of the seven points are correct.

**Advanced Preparation by Teacher:** The teacher will need to create a PowerPoint that has several pictures that the media used to show the evils of the Civil Rights Movement. Also the teacher will need to create and make copies of the graph for the students. Also she will need to make sure she has a check list for the discussion.
Introduction: Good day class! Last time we talked about the Voting Rights Act of 1965. Also you got to have a little debate about an issue in today’s world about voting rights, the rights of convicts. Today we are learning about the possible effects that the media had on the Civil Rights Movement. Many think that the media coverage was one reason why there were so many fast results in the Civil Rights Movement. I am going to start off the lesson with just a simple PowerPoint. There are no words on it, just pictures that the media took. Lets us see if a picture is really worth a thousand words

Step-by-Step:

1. Have the students put everything else away except for their notes. During this time I will get the PowerPoint presentation up and running.
2. Once the PowerPoint is up and running the teacher will explain, “Now I want you to pay very close attention to all the pictures. After we have seen all of them you will need to pick and write about one. So keep that in mind when we go through the PowerPoint.” (M.I. Visual-Spatial)
3. After the PowerPoint presentation the teacher will hand each student a copy of the PowerPoint presentation so they have all the pictures.
4. Once the students have the handout the teacher will explain, “Ok I have given you the PowerPoint. I want you to pick one picture on the presentation and write down three ways that that picture might have had an effect on the people who saw if from the media. You will be turning these in so I will be checking to make sure you have at least two correct. (M.I. Verbal-Linguistic) (M.I. Intrapersonal) (Bloom: Analysis)
5. When the students are done with their three points and have turned them into the teacher, they will need to put their desks into a circle.
6. When their desks are in circles, they will begin the discussion about what they thought of the pictures and how they probably affected the people who saw them. The teacher will need to remind them that the same rules apply to the discussion as they did to the debate last class. (M.I. Interpersonal) (M.I. Verbal-Linguistic)
7. During the discussion, the teacher will need to check of the students who are participating on her checklist.
8. After the discussion, the students will put their desks back in rows.
9. When the desks are back in rows, the teacher will hand out the graph.
10. After all the students have a graph the teacher will say, “Ok you all have a graph and in the middle you will notice that it says The Effects the Media had on the Civil Rights Movement. Now there are bubbles coming out of the big one. You need to fill in all seven bubbles and turn them into me next class period. You may use your book or the internet if you would like.” (Logical-Mathematical)
**Closure:** Today you saw how the media can have a major influence on what happens in our world. This is important because media is such a big part of today society. I guess a picture does say a thousand words. Next class period we are going to review for your unit test. Make sure you bring back the completed Vocabulary Chart and Organization Chart that you got at the beginning for the unit.

**Adaptations/Enrichment:**
Hearing Impairment: Since this lesson is based a lot on visual senses a student with a hearing impairment should do well. Since the PowerPoint I present does not go along with a lecture just pictures they student will not need to worry about listening to the teacher. Now if I need to I can possibly give the student written instructions about the key point assignment and graph assignment if they cannot hear my instructions. Also I could possibly look into getting some sort of microphone in my classroom so that the student will be able to hear me better.

**Self Reflection:**
How did the students react to the PowerPoint? Did they take it seriously?
Did the group discussion seem to flow nicely or did students not want to talk?
Did the students understand the graph ok?
What would I change for next time?
What went really well?
# Timeline Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline Accuracy</strong></td>
<td>There are at least items out of order on the timeline</td>
<td>There is only one item out of order on the timeline</td>
<td>Everything is in the correct order on the timeline</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Timeline is not completed with limited creativity</td>
<td>Timeline is completed with some creativity</td>
<td>Timeline is completed with definite creativity</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Poster as more than two grammar and spelling errors</td>
<td>Poster as one grammar or spelling error</td>
<td>Poster has no grammar or spelling errors</td>
</tr>
</tbody>
</table>
Matching: Write the letter that best corresponds to each term. (10 points)

1. Brown v. Board of Education  
   A. the first African American to play major league baseball

2. Twenty-Fourth Amendment  
   B. one of the lawyers during the Brown v. Board of Education; became Justice of the Supreme Court

3. Sit-in  
   C. the court case that decided that public schools could no longer separate white and African Americans

4. Jackie Robinson  
   D. refused to give up her seat on December 1, 1955

5. Birmingham  
   E. a protest used during the civil rights movement

6. Thurgood Marshall  
   F. ruled that segregation on interstate buses and in waiting rooms was illegal

7. Malcolm X  
   G. the town that Dr. King wrote a famous letter in jail

8. Boynton v. Virginia  
   H. it banned literacy tests and empowered the federal government to oversee voting registration and elections

9. Rosa Parks  
   I. it banned the poll tax, which keeps poor African Americans from voting

10. Voting Rights Act  
    J. most well-known African American radical

Multiple Choice: Choose the letter that represents the best choice. (16 points)

11. Segregation was a requirement in all of these states EXCEPT

   A. Georgia  
   B. Pennsylvania  
   C. Missouri  
   D. Alabama

12. This court case ruled that segregation was constitutional as long as the facilities for black and whites were “separate but equal”

   A. Plessey v. Ferguson  
   B. Sweatt v. Painter  
   C. Brown v. Board of Education  
   D. Boynton v. Virginia
13. All of these inspired Dr. King’s philosophy of nonviolence EXCEPT
   A. Teaching of Jesus Christ
   B. Thoreau’s Essay of Civil Disobedience
   C. Gandhi’s tactics
   D. Philosophy of Johan Galtung

14. In the spring of 1961 they staged a “freedom ride” through the Deep South
   A. CORE
   B. NAACP
   C. SCLC
   D. SNCC

15. The March on Washington took place on
   A. August 1, 1963
   B. August 28, 1964
   C. August 28, 1963
   D. July 1, 1963

16. On March 7, 1965 known a “Bloody Sunday” protests climaxed in a series of
    confrontations on the Edmund Pettus Bridge in
   A. Washington D.C.
   B. Birmingham, Alabama
   C. Jackson, Mississippi
   D. Selma, Alabama

17. Malcolm X was part of what religious sect
   A. Quakers
   B. baalei teshuva
   C. Nation of Islam
   D. Hinduism

18. Dr. King’s was shot on
   A. April 4, 1968
   B. April 3, 1968
   C. April 3, 1969
   D. April 4, 1967
**Civil Rights Organization Graph:** Fill in the blanks on the graph with the appropriate organization and date, people, or features. (12 points)

19.

<table>
<thead>
<tr>
<th>Organization and Date Founded</th>
<th>Key People</th>
<th>Key Features</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thurgood Marshall</td>
<td>Focused on legal cases to end segregation and gain legal equality</td>
</tr>
<tr>
<td>Nation of Islam 1930</td>
<td></td>
<td>Advocated separation of the races</td>
</tr>
<tr>
<td>Congress of Racial Equality (CORE) 1942</td>
<td>James Farmer</td>
<td></td>
</tr>
<tr>
<td>Southern Christian Leadership Conference (SCLC) 1957</td>
<td>James Lawson; Ella Baker; Stokely Carmichael</td>
<td>Church-based group dedicated to nonviolent resistance; organized demonstrations and protest campaigns</td>
</tr>
<tr>
<td>Black Panther Party 1966</td>
<td>Huey Newton; Bobby Seale</td>
<td>Grass-roots movement of young activists; organized voter education projects in the South</td>
</tr>
</tbody>
</table>
Short Answer: Choose FIVE of the following questions. Please be detailed and specific. Questions continue on the next page. (4 points each)

20. What is the difference between de jure segregation and de facto segregation?

21. What was Brown v. Board of Education? Why was it important?

22. What important event happened on December 1, 1955 in Montgomery, Alabama?

23. How did young people energize the civil rights movement in the 1960s?
24. Why do you think the freedom riders chose the route that they did? What did the freedom rides accomplish?

25. Why was the March on Washington a symbolic and appropriate choice for a civil rights demonstration?

26. How did the concept of black power differ from Martin Luther King, Jr.’s, approach to civil rights?

27. Do you think the civil rights movement would have been as effective if protesters had not used peaceful protest methods?
Matching: Write the letter that best corresponds to each term. (10 points)

C 1. Brown v. Board of Education
I 2. Twenty-Fourth Amendment
E 3. Sit-in
A 4. Jackie Robinson
G 5. Birmingham
B 6. Thurgood Marshall
J 7. Malcolm X
F 8. Boynton v. Virginia
D 9. Rosa Parks
H 10. Voting Rights Act

A. the first African American to play major league baseball
B. one of the lawyers during the Brown v. Board of Education; became Justice of the Supreme Court
C. the court case that decided that public schools could no longer separate white and African Americans
D. refused to give up her seat on December 1, 1955
E. a protest used during the civil rights movement
F. ruled that segregation on interstate buses and in waiting rooms was illegal
G. the town that Dr. King wrote a famous letter in jail
H. it banned literacy tests and empowered the federal government to oversee voting registration and elections
I. it banned the poll tax, which keeps poor African Americans from voting
J. most well-known African American radical
Multiple Choice: Choose the letter that represents the best choice. (16 points)

B 11. Segregation was a requirement in all of these states EXCEPT

A. Georgia
B. Pennsylvania
C. Missouri
D. Alabama

A 12. This court case ruled that segregation was constitutional as long as the facilities for black and whites were “separate but equal”

A. Plessy v. Ferguson
B. Sweatt v. Painter
C. Brown v. Board of Education
D. Boynton v. Virginia

D 13. All of these inspired Dr. King’s philosophy of nonviolence EXCEPT

A. Teaching of Jesus Christ
B. Thoreau’s Essay of Civil Disobedience
C. Gandhi’s tactics
D. Philosophy of Johan Galtung

A 14. In the spring of 1961 they staged a “freedom ride” through the Deep South

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B. NAACP
C. SCLC
D. SNCC

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A. August 1, 1963
B. August 28, 1964
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A. Washington D.C.
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A. April 4, 1968
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Civil Rights Organization Graph: Fill in the blanks on the graph with the appropriate organization and date, people, or features. (12 points)

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<td>Nation of Islam 1930</td>
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</tr>
<tr>
<td>Congress of Racial Equality (CORE) 1942</td>
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<td>Organized peaceful protests to gain civil rights</td>
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<td>Southern Christian Leadership Conference (SCLC) 1957</td>
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<td>Church-based group dedicated to nonviolent resistance; organized demonstrations and protest campaigns</td>
</tr>
<tr>
<td>Student Nonviolent Coordinating Committee (SNCC) 1960</td>
<td>James Lawson; Ella Baker; Stokely Carmichael</td>
<td>Grass-roots movement of young activists; organized voter education projects in the South</td>
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<tr>
<td>Black Panther Party 1966</td>
<td>Huey Newton; Bobby Seale</td>
<td>Militant group advocating armed confrontation; organized antipoverty programs</td>
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**Short Answer:** Choose **FIVE** of the following questions. Please be detailed and specific. Questions continue on the next page. (4 points each)

20. What is the difference between de jure segregation and de facto segregation?

**De jure segregation** is segregation imposed by law. **De facto segregation** is segregation by unwritten custom or tradition.

21. What was Brown v. Board of Education? Why was it important?

Brown v. Board of Education was the court case that decided that public schools could no longer separate whites and African Americans. The school system had to now provide equal education to all races.

It was important because it was so controversial among Americans because it touched so many of them. Also this was one of the first rights that African Americans had gained so this showed some of the first real progress.

22. What important event happened on December 1, 1955 in Montgomery, Alabama?

Rosa Parks had refused to give up her seat to a white man. This kicked off the Montgomery Bus Boycott.

23. How did young people energize the civil rights movement in the 1960s?

Young people brought an attitude of urgency to the movement. They wanted change to come quickly, not in decades. They organized sit-ins and other activities to speed change and build on the momentum of the 1950s.

24. Why do you think the freedom riders chose the route that they did? What did the freedom rides accomplish?

The entire route was in the segregated South and provided many opportunities to oppose segregation.

The freedom rides let to desegregation of interstate public transportation and related facilities in the South.

25. Why was the March on Washington a symbolic and appropriate choice for a civil rights demonstration?

It was symbolic and appropriate because Washington, D.C., is the site of the U.S. government, which had the power to pass new laws to protect the rights of all Americans.

26. How did the concept of black power differ from Martin Luther King, Jr.’s, approach to civil rights?

Black power advocates believed that African Americans should use their economic and political resources collectively to become self-reliant and independent of white influence, instead of trying to gain acceptance from whites.
27. Do you think the civil rights movement would have been as effective if protesters had not used peaceful protest methods?

**Answers will vary**
Civil Rights Movement Modified Unit Test
Miss Strantz U.S. History

**Matching:** Write the letter that best corresponds to each term. (10 points)

1. Brown v. Board of Education
   - A. the first African American to play major league baseball
2. Twenty-Fourth Amendment
   - B. one of the lawyers during the Brown v. Board of Education; became Justice of the Supreme Court
3. Sit-in
   - C. the court case that decided that public schools could no longer separate white and African Americans
4. Jackie Robinson
   - D. refused to give up her seat on December 1, 1955
5. Birmingham
   - E. a protest used during the civil rights movement
6. Thurgood Marshall
   - F. ruled that segregation on interstate buses and in waiting rooms was illegal
7. Malcolm X
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8. Boynton v. Virginia
   - H. it banned literacy tests and empowered the federal government to oversee voting registration and elections
9. Rosa Parks
   - I. it banned the poll tax, which keeps poor African Americans from voting
10. Voting Rights Act
    - J. most well-known African American radical

**Multiple Choice:** Choose the letter that represents the best choice. (16 points)

11. Segregation was a requirement in all of these states EXCEPT
   - E. Georgia
   - F. Pennsylvania
   - G. Alabama

12. This court case ruled that segregation was constitutional as long as the facilities for black and whites were “separate but equal”
   - E. Plessy v. Ferguson
   - F. Sweatt v. Painter
   - G. Brown v. Board of Education
13. All of these inspired Dr. King’s philosophy of nonviolence EXCEPT
   E. Thoreau’s Essay of Civil Disobedience
   F. Gandhi’s tactics
   G. Philosophy of Johan Galtung

14. In the spring of 1961 they staged a “freedom ride” through the Deep South
   E. CORE
   F. SCLC
   G. SNCC

15. The March on Washington took place on
   E. August 1, 1963
   F. August 28, 1964
   G. August 28, 1963

16. On March 7, 1965 known a “Bloody Sunday” protests climaxed in a series of confrontations on the Edmund Pettus Bridge in
   E. Birmingham, Alabama
   F. Jackson, Mississippi
   G. Selma, Alabama

17. Malcolm X was part of what religious sect
   A. Quakers
   B. baalei teshuva
   C. Nation of Islam

18. Dr. King’s was shot on
   A. April 4, 1968
   B. April 3, 1968
   D. April 4, 1967
**Civil Rights Organization Graph:** Fill in the blanks on the graph with the appropriate organization and date, people, or features. (12 points)

19.

<table>
<thead>
<tr>
<th>Organization and Date Founded</th>
<th>Key People</th>
<th>Key Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurgood Marshall</td>
<td></td>
<td>Focused on legal cases to end segregation and gain legal equality</td>
</tr>
<tr>
<td>Nation of Islam 1930</td>
<td>James Farmer</td>
<td>Advocated separation of the races</td>
</tr>
<tr>
<td>Congress of Racial Equality (CORE) 1942</td>
<td>James Farmer</td>
<td>Church-based group dedicated to nonviolent resistance; organized demonstrations and protest campaigns</td>
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<tr>
<td>Southern Christian Leadership Conference (SCLC) 1957</td>
<td>James Lawson; Ella Baker; Stokely Carmichael</td>
<td>Grass-roots movement of young activists; organized voter education projects in the South</td>
</tr>
<tr>
<td>Black Panther Party 1966</td>
<td>Huey Newton; Bobby Seale</td>
<td></td>
</tr>
</tbody>
</table>
Short Answer: Choose THREE of the following questions. Please be detailed and specific.
Questions continue on the next page. (4 points each)

20. What was Brown v. Board of Education? Why was it important?

21. How did young people energize the civil rights movement in the 1960s?

22. Why do you think the freedom riders chose the route that they did? What did the freedom rides accomplish?

23. How did the concept of black power differ from Martin Luther King, Jr.’s, approach to civil rights?
24. Do you think the civil rights movement would have been as effective if protesters had not used peaceful protest methods?
## Civil Rights Movement Modified Unit Test
### Miss Strantz U.S. History

### Matching: Write the letter that best corresponds to each term. (10 points)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>C</td>
<td></td>
<td>I</td>
<td>E</td>
<td>A</td>
<td>G</td>
<td>B</td>
<td>J</td>
<td>F</td>
<td>D</td>
<td>H</td>
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<tr>
<td>H</td>
<td>it banned literacy tests and empowered the federal government to oversee voting registration and elections</td>
<td>it banned the poll tax, which keeps poor African Americans from voting</td>
<td>most well-known African American radical</td>
<td></td>
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<td></td>
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</table>

A. the first African American to play major league baseball
B. one of the lawyers during the Brown v. Board of Education; became Justice of the Supreme Court
C. the court case that decided that public schools could no longer separate white and African Americans
D. refused to give up her seat on December 1, 1955
E. a protest used during the civil rights movement
F. ruled that segregation on interstate buses and in waiting rooms was illegal
G. the town that Dr. King wrote a famous letter in jail
Multiple Choice: Choose the letter that represents the best choice. (16 points)

__B__ 11. Segregation was a requirement in all of these states EXCEPT
   A. Georgia
   B. **Pennsylvania**
   C. Alabama

__A__ 12. This court case ruled that segregation was constitutional as long as the facilities for black and whites were “separate but equal”
   A. *Plessy v. Ferguson*
   B. *Sweatt v. Painter*
   C. *Brown v. Board of Education*

__C__ 13. All of these inspired Dr. King’s philosophy of nonviolence EXCEPT
   A. Thoreau’s Essay of Civil Disobedience
   B. Gandhi’s tactics
   C. **Philosophy of Johan Galtung**

__A__ 14. In the spring of 1961 they staged a “freedom ride” through the Deep South
   A. **CORE**
   B. SCLC
   C. SNCC

__C__ 15. The March on Washington took place on
   A. August 1, 1963
   B. August 28, 1964
   C. **August 28, 1963**

__C__ 16. On March 7, 1965 known a “Bloody Sunday” protests climaxed in a series of confrontations on the Edmund Pettus Bridge in
   A. Birmingham, Alabama
   B. Jackson, Mississippi
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17. Malcolm X was part of what religious sect
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Civil Rights Organization Graph: Fill in the blanks on the graph with the appropriate organization and date, people, or features. (12 points)

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<tr>
<th>Organization and Date Founded</th>
<th>Key People</th>
<th>Key Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Association for the Advancement of Colored People (NAACP) 1909</td>
<td>Thurgood Marshall</td>
<td>Focused on legal cases to end segregation and gain legal equality</td>
</tr>
<tr>
<td>Nation of Islam 1930</td>
<td>Elijah Muhammad; Malcolm X</td>
<td>Advocated separation of the races</td>
</tr>
<tr>
<td>Congress of Racial Equality (CORE) 1942</td>
<td>James Farmer</td>
<td>Organized peaceful protests to gain civil rights</td>
</tr>
<tr>
<td>Southern Christian Leadership Conference (SCLC) 1957</td>
<td>Martin Luther King Jr.; Ralph Abernathy</td>
<td>Church-based group dedicated to nonviolent resistance; organized demonstrations and protest campaigns</td>
</tr>
<tr>
<td>Student Nonviolent Coordinating Committee (SNCC) 1960</td>
<td>James Lawson; Ella Baker; Stokely Carmichael</td>
<td>Grass-roots movement of young activists; organized voter education projects in the South</td>
</tr>
<tr>
<td>Black Panther Party 1966</td>
<td>Huey Newton; Bobby Seale</td>
<td>Militant group advocating armed confrontation; organized antipoverty programs</td>
</tr>
</tbody>
</table>
**Short Answer:** Choose THREE of the following questions. Please be detailed and specific. Questions continue on the next page. (4 points each)

20. What was Brown v. Board of Education? Why was it important?

**Brown v. Board of Education** was the court case that decided that public schools could no longer separate whites and African Americans. The school system had to now provide equal education to all races.

It was important because it was so controversial among Americans because it touched so many of them. Also this was one of the first rights that African Americans had gained so this showed some of the first real progress.

21. How did young people energize the civil rights movement in the 1960s?

Young people brought an attitude of urgency to the movement. They wanted change to come quickly, not in decades. They organized sit-ins and other activities to speed change and build on the momentum of the 1950s.

22. Why do you think the freedom riders chose the route that they did? What did the freedom rides accomplish?

The entire route was in the segregated South and provided many opportunities to oppose segregation.

The freedom rides let to desegregation of interstate public transportation and related facilities in the South.

23. How did the concept of black power differ from Martin Luther King, Jr.’s, approach to civil rights?

Black power advocates believed that African Americans should use their economic and political resources collectively to become self-reliant and independent of white influence, instead of trying to gain acceptance from whites.

24. Do you think the civil rights movement would have been as effective if protesters had not used peaceful protest methods?

**Answers will vary**
Modification Explanation:

The modified test that I have made has two really main modifications. The first one is that I reduced the number of choices that they have for the multiple choice option on the test. I have not changed the options that the students have to pick from, just the number. This makes the student use the same knowledge and skills that the other students have to use, but makes it so they do not have to process as many options. The second major modification that I have made is that in the essay portion of the test I have reduced the amount of options and questions that the student has to answer. Instead of having to answer five out of eight, the student only has to answer three out of five questions. This once again requires them to use the same amount of knowledge as the other students, but helps them because they will not have to process as many options and answers. I think these modification are good because the modify test still requires the student to think, but at the same time gives them less to have to process, which is good because most the students taking the test might take twice as long to process information than the other students. I also can make other accommodations such as given the student extra time on the test when needed or have the test read out loud to them in another room.