

AMERICAN CIVIL RIGHTS MOVEMENT

Grade Level: Eighth

Presented by: Gloria Gibbons, Anthony Norris, Brian Officer, Nelson Smith, Southlawn Middle School, Montgomery, AL

Length of Unit: 10 days (may be more or less depending on subject area)

I. ABSTRACT

This two-week unit on the American Civil Rights Movement incorporates the core disciplines of social studies, language arts, mathematics, and science. It accommodates the needs of students of varied learning styles and exceptionalities. The social studies component examines the movement's causes and effects, its key personalities and the legal and moral imperatives underlying any social justice movement. The language arts component compliments social studies by focusing on civil rights literature and by providing opportunities for student written and oral expression of ideas and viewpoints about the movement. Mathematics instruction centers around proportional reasoning and applies lessons on ratios, rates, and proportions in the analysis of civil rights-related data and toward the logistical planning of the 1965 Selma-to-Montgomery Voting Rights March. Science explores the properties and characteristics of sound and the human ear and in the course of instruction, relates the importance of sound to the communication of ideas, attitudes and feelings about the movement which contributed significantly to its momentum and success.

Lesson plans for each subject area are compiled separately and outlined here in separate content areas. Plans appear in the order of social studies, language arts, science, and mathematics.

Content Area: Eighth Grade Social Studies

Presented by: Mr. Nelson Smith

II. OVERVIEW (for Social Studies)

A. Concept Objectives:

1. Students will understand the concept of segregation and the concept of "separate but equal."
2. Students will understand post-World War II steps toward desegregation such as breaking baseball's color barrier, desegregating the armed forces, and integrating public schools.
3. Students will understand the roles played by various key black and white Americans in the fight for equal rights.
4. Students will understand the nature and scope of non-violent measures applied by civil rights activists to secure desegregation and equal treatment under the law.
5. Students will understand the nature and significance of key civil rights legislation passed in 1964 and 1965.

B. Core Knowledge Content:

1. Doctrine of "Separate but Equal" Plessey vs. Ferguson; Jim Crow Laws.
2. Post-War steps toward desegregation: Jackie Robinson breaks baseball's color barrier; Truman desegregates the armed forces; integration of public schools, Brown v. Board of Education, Thurgood Marshall.
3. Montgomery Bus Boycott, Rosa Parks.
4. Southern "massive resistance": Federal troops open schools in Little Rock, Ark, Murder of Medgar Evers, Alabama Gov., George Wallace stands in the schoolhouse door."

5. Non-violent challenges to segregation: "We Shall Overcome:" Woolworth counter sit-ins, Freedom Riders, CORE, black voter registration drives, Martin Luther King, Jr., March on Washington, "I have a dream" speech, Selma to Montgomery March.
 6. President Johnson and the civil rights movement: The Great Society, Civil Rights Act of 1964, Voting Rights Act of 1965.
- C. Skills to be taught:
1. Assessing cause and effect associated with key historical movements, events, and activities.
 2. Reading for main idea.
 3. Judging historical events by the standards of the day and by today's standards. (Ex. segregated vs. integrated service)
 4. Forming value judgments and expressing these in a clear and coherent manner.
 5. Oral and written expression of ideas, observations, and points of view.
 6. Map reading skills.

III. BACKGROUND KNOWLEDGE

- A. For teachers:
1. Conlin, Joseph R. The American Past, Parts One and Two. Fort Worth: The Harcourt Press, 1993.
 2. Leshner, Stephan. George Wallace, American Populist. Reading: Addison-Wesley Publishing Company, 1994.
 3. Rowan, Carl T. Dream Makers, Dream Breakers, The World of Justice Thurgood Marshall. Boston: Little, Brown and Company, 1993.
- B. For students:
1. Slavery, the American Civil War, the Emancipation of early African Americans.
 2. Reform for African-Americans: campaign against lynchings, Booker T. Washington, W.E.B. DuBois and the NAACP.
 3. African American exodus from segregated south to northern cities.

IV. RESOURCES

- A. Books:
1. Conlin, Joseph R. The American Past, Part Two. Fort Worth: The Harcourt Press, 1993.
 2. Davidson, James W., John E. Batchelor. The American Nation. New Jersey: Prentice Hall.
- B. Video Tapes:
1. History of the Civil Rights Movement.
 2. Martin Luther King, Jr. Day.
- C. Web Sites:
1. Photo tour of the civil rights movement by the Seattle Times:
<http://www.seattletimes.com/education/mlk/movement/pt/phototour.html>
 2. Birmingham, Alabama Civil Rights Institute:
<http://www.thematrix.com//beri/beri.html>
- D. Magazines:
1. Time Magazine, June 14, 1999 issue: "Rosa Parks," p166; "Jackie Robinson," p104; "In the Hands of Justice: Thurgood Marshall," p172.
- E. Newspapers:
1. Montgomery Advertiser, July 24, 1999: "The Epitome of Fairness, Special Report: Judge Frank M. Johnson, Jr. 1918-1999," pp1A and 4A.

V. LESSONS

Lesson One : Origins of Civil Rights Movement

- A. Daily Objectives:
1. Lesson Content: Covers segregation and its manifestations and the notion of "separate but equal."
 2. Concept Objective: Students will understand the concept of segregation and the meaning of "Separate but equal."
 3. Skill Objectives:
 - a. Students will be able to define segregation and describe the meaning of "separate but equal."
 - b. Students will be able to describe the Supreme Court case Plessey v. Ferguson and its impact on African-American lives.
 - c. Students will be able to define and cite examples of Jim Crow laws.
- B. Materials:
1. Overhead transparency showing separate drinking fountains.
 2. Video: "[History of the Civil Rights Movement](#)"
- C. Key Vocabulary: Constitutionality, Jim Crow, poll tax segregation.
- D. Procedures/Activities:
1. Write "separate but equal" on the board and lead student brainstorming of its meaning.
 2. Conduct informal lecture covering segregation, Plessey v. Ferguson and the Jim Crow laws.
 3. Show clip from video [History of the Civil Rights Movement](#) showing segregation; students take notes.
 4. Conduct closing discussion of student reactions to "separate but equal."
- E. Evaluation/Assessment:
1. Informally assess student responses to oral questioning.
 2. Grade video notes for accuracy and completeness.
- F. Standardized Test Connections: Informal lecture reinforces Stanford 9 Achievement Test objective addressing role and functions of our national judiciary.

Lesson Two: Early Desegregation Efforts

- A. Daily Objectives:
1. Lesson Content: Covers early desegregation efforts of baseball player Jackie Robinson and President Harry Truman.
 2. Concept Objective: Students will understand post WWII steps taken toward desegregation.
 3. Skill Objectives:
 - a. Students will be able to describe the role and impact of Jackie Robinson in desegregating sports.
 - b. Students will be able to describe the role and impact of President Truman in desegregating the U.S. armed forces.
- B. Materials:
1. Overhead projector with transparencies depicting Jackie Robinson and President Truman.
 2. Article "The Trailblazer: Jackie Robinson," [Time](#), June 14, 99, p104.
- C. Key Vocabulary: desegregation, Buffalo Soldiers, Negro American Baseball League.
- D. Procedures/Activities:

1. Motivating activity: Setup and execute role play: Breaking the Barrier - black student on an all white basketball team. Class discussion about problems/challenges faced.
 2. Introduce lesson content: desegregation of sports and armed forces.
 3. Students read aloud excerpts from "The Trailblazer - Jackie Robinson;" and fill in blank spaces on teacher-made handout. Completed handouts placed in student notebooks.
 4. Conduct informal lecture on President Truman's desegregation of armed forces. Students copy important facts from board and place in notebooks.
 5. Conclude with class discussion on challenges and merits of Robinson's and Truman's actions.
- E. Evaluation/Assessment:
1. Notebooks will be graded for completion at end of unit.
 2. End of unit test will cover key points from instructions.
- F. Standardized Test Connections: Instruction on armed forces' desegregation addresses Stanford 9 Test objective covering Executive Branch of government.

Lesson Three: Equal Education

- A. Daily Objectives:
1. Lesson Content: Covers integration of public schools: Brown v. Board of Education, 1954.
 2. Concept Objective: Students will understand the situation surrounding the Supreme Court Case Brown v. Board of Education and the impact of the Supreme Court decision.
 3. Skill Objectives:
 - a. Students will be able to describe the situation leading to the Supreme Court decision in Brown v. Board of Education Topeka.
 - b. Students will be able to evaluate how this landmark Supreme Court decision impacts their lives today.
 - c. Students will evaluate a problem and brainstorm a solution.
- B. Materials:
1. Newsprint and markers.
 2. Transparency depicting Justice Thurgood Marshall.
- C. Key Vocabulary: integration, Brown v. Board of Education, Topeka.
- D. Procedures/Activities:
1. Motivating Activity: Solicit oral input to following question: what are benefits of equal education for all people? Record answers on blackboard.
 2. Informal lecture describing situation leading to Brown v. Board of Education case, the Supreme Court decision, and impacts of decision. Students copy key facts off board and post in notebook. A selected student reads a summary of the decision as part of the lecture.
 3. Student groups tackle problem of integrating a fictitious school and brainstorm positive ways to do so without causing conflict. Students record solutions on newsprint and report out results to class.
 4. Wrap up with Q&A covering key points addressing lesson objectives.
- E. Evaluation/Assessment:
1. Grade student group work for effort and teamwork.
 2. End of unit test covering instructional objectives.
- F. Standardized Test Connections: Instruction addresses Stanford 9 Test objective covering role of Supreme Court/Judiciary.

Lesson Four: Go to the Back of the Bus

- A. Daily Objectives:
 - 1. Lesson Content: Covers Rosa Parks and the Montgomery Bus Boycott.
 - 2. Concept Objectives: Students will understand the circumstances and significance of the actions of Rosa Parks and the Montgomery Bus Boycott.
 - 3. Skill Objectives:
 - a. Students will be able to describe Rosa Parks and her role in the Montgomery Bus Boycott.
 - b. Students will be able to explain the role of Dr. Martin Luther King, Jr. in this boycott.
 - c. Students will be able to evaluate the impact that Rosa Parks and the Bus Boycott had on desegregation and the Jim Crow laws.
- B. Materials:
 - 1. Overhead transparency depicting Rosa Parks on a Montgomery bus.
 - 2. Steering wheel or steering wheel prop.
 - 3. Video: History of Civil Rights Movement.
- C. Key Vocabulary: N.A.A.C.P., Montgomery Improvement Association, boycott.
- D. Procedures/Activities:
 - 1. Motivating Activity: Selected students reenact Rosa Parks' refusal to give up her seat on a Montgomery bus in 1955. (Activity is pre-rehearsed - use student volunteers).
 - 2. Student-led discussion on options available to Mrs. Parks and advisability of each. Use student volunteers.
 - 3. Teacher conducts informal lecture on specifics of Montgomery Bus Boycott and its results. Students copy notes on key facts from board and keep in notebook.
 - 4. Wrap up: Shows segment of video History of Civil Rights Movement depicting Rosa Parks actions and the bus boycott.
- E. Evaluation/Assessment:
 - 1. Provide extra credit to student actors and discussion leaders.
 - 2. End of unit test covering learning objectives.

Lesson Five: Southern Resistance to Integration

- A. Daily Objectives:
 - 1. Lesson Content: Covers South's "Massive resistance" to integration.
 - 2. Concept Objective: Students will understand the nature and extent of southern white resistance to black efforts toward integration.
 - 3. Skill Objectives:
 - a. Students will be able to describe key southern white resistance efforts and measures against integration.
 - b. Students will be able to identify and evaluate the motives behind white resistance.
 - c. Students will be able to analyze and identify solutions to social problems such as racial disharmony.
- B. Materials:
 - 1. Newsprint and markers.
 - 2. Overhead transparencies depicting federal troops at Little Rock, Arkansas, George Wallace's "stand at school-house door," and Medgar Evers.
 - 3. Teacher-made handout: "White Resistance to Integration".
- C. Key Vocabulary: "Massive resistance"
- D. Procedures/Activities:

1. Motivating Activity: In writing, students describe their feelings as they are being escorted to an all-white school as the first black students to enroll at that school. Teacher-led discussion of student feelings.
 2. Conduct informal lecture on white resistance efforts. Students copy notes on key facts from board.
 3. Student groups read and analyze "White resistance..." handout and list underlying reasons for resistance on newsprint. Groups report out on their findings.
 4. Wrap Up: Teacher-led Q&A covering lesson objectives.
Note: On this same day, math teacher will be conducting voter testing by issuing math problems of different degrees of difficulty to class divided between boys and girls. Will allow students to experience effort by whites to thwart black voting.
- E. Evaluation/Assessment:
1. Grade group newsprint product for effort.
 2. End of unit test covering lesson objectives.

Lesson Six: "We shall overcome"

- A. Daily Objectives:
1. Lesson Content: Covers non-violent challenges to segregation by African-Americans.
 2. Content Objective: To understand the non-violent measures by civil rights activists to overturn segregation.
 3. Skill Objectives:
 - a. To describe the substance and significance of selected non-violent actions against segregation.
 - b. To express student desire for peaceful measures for achieving integration.
- B. Materials:
1. Overhead transparencies depicting lunch counter sit-ins, the Selma-Montgomery March, black voter registration, and the March on Washington.
 2. Newsprint and markers.
 3. Video: History of the Civil Rights Movement.
- C. Key Vocabulary: freedom riders, CORE, SNCC, sit-in, Southern Christian Leadership Conference.
- D. Procedures/Activities:
1. Warm-up: Answer questions: How do you feel about participating in a dangerous activity in defense of a principle you believe in? Answer in 1-2 sentences.
 2. Informal lecture with video spots as appropriate covering non-violent actions including Woolworth lunch counter sit-ins, Freedom Riders, voter registration drive, Selma-to-Montgomery March, and March on Washington. Highlight impact of measures. Students copy key facts from board and place in notebook.
 3. Students work in small groups creating one page newspaper ad calling for the peaceful end to segregation.
 4. Wrap-up: Brief discussion on question: How would you describe the people who participated in the sit-ins, freedom rides and marches?
 5. Concurrent activity: School-wide assembly featuring brief presentations by key civil rights activists living locally, including Mrs. Johnnie Carr, President of Montgomery Improvement Association.
- E. Evaluation/Assessment:
1. Grade newspaper ad for completeness, thoughtfulness, and overall effort.
 2. End of unit test covering lesson objectives.

- F. Standardized Test Connections: Lesson addresses Stanford 9 Test skill: cause and effect when covering impact of activists' non-violent actions.

Lesson Seven: Martin Luther King, Jr. - His Life and Legacy

- A. Daily Objectives:
1. Lesson Content: Covers the life and achievements of Martin Luther King, Jr.
 2. Content Objective: To understand the substance and significance of Martin Luther King's life and accomplishments.
 3. Skill Objectives:
 - a. To summarize the life and achievements of Martin Luther King, Jr.
 - b. To apply King's model of "I have a dream" to describe students' own dreams for the future.
 - c. To evaluate the impact of Martin Luther King on their lives today.
- B. Materials:
1. Overhead transparencies: Martin Luther King, Jr., Major Events and Achievements (2), Martin Luther King's Legacy.
 2. Handout "The March on Washington," The mini Page, Montgomery Advertiser, Jan 15, 91, p30.
 3. Video Martin Luther King, Jr Day
- C. Key Vocabulary: "A Letter from a Birmingham Jail," legacy.
- D. Procedures/Activities:
1. Warm-up: Students answer question in 1 or 2 sentences: How has Martin Luther King's life affected your life?
 2. Informal lecture outlining MLK's life and achievements. Students copy key facts from overhead transparencies as directed.
 3. Show video: Martin Luther King.
 4. Distribute handout "The March on Washington," have students read "I have a dream" speech excerpts silently.
 5. Instruct students to write their own one page speech beginning "I have a dream...", advise students that best speech by boy and girl will be read at reenactment rally at City of St. Jude, Montgomery.
 6. Wrap Up Q&A: Whose civil rights did MLK fight for? What means did MLK use to achieve his goals? What impact do you think his life has had on yours?
- E. Evaluation/Assessment:
1. Grade "I have a dream..." speech for effort.
 2. End of unit test - cover key lesson objectives.
- F. Standardized Test Connections: Lesson addresses Stanford 9 Test Skills "cause and effect", main idea, and drawing a conclusion from reading a passage.

Lesson Eight: Judge Frank M. Johnson, Jr. - Champion of Justice

- A. Daily Objectives:
1. Lesson Content: Covers the pivotal role played by U.S. District Judge and native Alabamian Frank Johnson in desegregation efforts in Alabama.
 2. Concept Objective: Students will understand the nature and significance of Judge Johnson's rulings in the cause of American civil rights.
 3. Skill Objectives:
 - a. Students will describe Judge Johnson's rulings and their impact on the Civil Rights Movement.
 - b. Students will describe and judge the character of Judge Johnson.
- B. Materials:
1. Overhead transparency depicting Judge Johnson.
 2. Classroom set: Handout of news article excerpts from Montgomery Advertiser about Judge Johnson.

3. Teacher-made questionnaire: Judge Frank Johnson - Champion of Justice.
- C. Procedures/Activities:
 1. Motivating activity: Students respond to situation: student friend with firearm on campus - where they must choose between friendship and the welfare of the whole school. Class discussion of moral imperatives and risks.
 2. Orient class on similar dilemma faced by white Alabamian Frank Johnson regarding protecting the civil rights of black Americans.
 3. Students read excerpts of Montgomery Advertiser clippings and complete teacher-made questionnaire.
 4. Concluding class discussion on Judge Johnson's work, its impact, and Judge Johnson's character.
- D. Evaluation/Assessment.
 1. Grade answers to teacher-made questionnaire.
 2. End of unit test covering lesson objectives.
- E. Standardized Test Connections: Lesson addresses Stanford 9 Test skill "Cause and effect" when covering impact of Judge Johnson's rulings.

Lesson Nine : Civil Rights and the Law

- A. Daily Objectives:
 1. Lesson content: Covers key civil rights legislation passed in the Johnson Administration.
 2. Concept Objective: Students will understand the significance of President Johnson's domestic program, the Great Society, and specific legislation: the Civil Rights Act of 1964 and Voting Rights Act of 1965.
 3. Skill Objectives:
 - a. Students will describe the purpose and basic components of Johnson's Great Society.
 - b. Students will describe the purpose and importance of the Civil Rights and Voting Rights Acts.
 - c. Students will project their future roles in upholding this civil rights legislation.
- B. Materials:
 1. Newsprint and markers.
 2. Overhead transparency depicting President Lyndon Johnson.
 3. Rocking chair and costumes of rural blacks.
- C. Key Vocabulary: Great Society, War on Poverty, Civil Rights Act of 1964, Voting Rights of 1965, Student Nonviolent Coordinating Committee.
- D. Procedures/Activities:
 1. Motivating Activity: Selected students role play young black S.N.C.C. activist urging an elder black in Mississippi to register to vote. Elder expresses hesitancy to register. Black teacher-led discussion covering questions: What was happening here? Why were elders hesitant to vote? What should the elders have done and why? How important is voting?
 2. Informal lecture covering highlights of President Johnson's domestic program, The Great Society, and the specifics of The Civil Rights and Voting Rights Acts. Students are given and read aloud key excerpts of both acts. Students also copy facts from blackboard and place in notebooks.
 3. Wrap-up Activity: Students write a one-page essay on how they plan to honor and uphold this important civil rights legislation.
- E. Evaluation/Assessment:
 1. Grade student essays.
 2. End of unit test covering lesson objectives.

- F. Standardized Test Connections: Informal lecture addresses Stanford 9 Test objectives covering roles/functions of federal executive and legislative branches.

VI. CULMINATING ACTIVITY

- A. Twenty-five question objective test covering unit objectives.
- B. Southlawn Civil Rights Day. Features field trip to Selma during which students will visit the historic Brown Chapel, the Voting Rights Museum, and reenact the walk across the Edmund Pettus Bridge. Upon return to Montgomery, students will participate jointly in reenactment of the rally at the City of St. Jude with eighth grade students from St. Jude Educational Institute. One male and one female student from each school will present their "I have a dream" speech before students and civil rights activists assembled as honored guests.

VII. HANDOUTS

- A. Appendix A: Highlights of White Resistance to Integration
- B. Appendix B: Judge Frank M. Johnson, Jr. - Champion of Justice
- C. Appendix C: American Civil Rights Movement - Unit Test

VIII. BIBLIOGRAPHY

- A. Books: Colin, Joseph R. The American Past, Part 2: A Survey of American History Since 1877. Fort Worth: The Harcourt Press, 1993, ISBN 0-15-500615-0
Davidson, James K., John E. Batchelor. The American Nation. New Jersey: Prentice Hall. Leshner, Stephan. George Wallace, American Populist. Reading: Addison-Wesley Publishing Company, 1994, ISBN 0-201-62210-6
Rowan, Carl T. Dream Makers, Dream Breakers, The World of Justice Thurgood Marshall. Boston: Little, Brown and Company, 1993, ISBN 0-316-75979-1.
Watkins, Levi. Fighting Hard, The Alabama State Experience. Detroit: Harlo, 1987, ISBN 0-8187-0067-X
- B. Curricula: Bryant, Jacqueline, Gail Rieckhoff, Richard Lewton and Jan Posch. "Civil Rights Movement," Three Oaks Middle School, Fort Myers, Florida, <http://www.coreknowledge.org/CKproto2/resrcs/lessons/7Civilrit.htm>.
- C. Magazines: Aaron, Henry, "Jackie Robinson," Time 153 (14 June 1999): 104-107.
Cohen, Adam, "Thurgood Marshall: The Brain of the Civil Rights Movement," Time 153 (14 June 1999): 172.
Dove, Rita, "Rosa Parks," Time 153 (14 June 1999): 166-170.
- D. Newspapers: Benn, Alvin. "Memorial celebrates progress," Montgomery Advertiser, 31 October 1999, 1A, 6A. Cason, Mike, "The Epitome of Fairness," Montgomery Advertiser, 24 July 1999, 1A, 4A.
Earnhardt, Jim and Wendy Sullivan, eds. "Brown ruling shocked state, south," and "Montgomery Bus Boycott: 1955," Montgomery Advertiser, 9 August 1999, 6A-7A.
Ross, James D. "Parks 'grateful' for tribute," Montgomery Advertiser, 23 April 1998, 1A-2A.
- E. Study: Selma to Montgomery Historic Trail Study Atlanta: National Park Service, Conservation Assistance Branch, telephone 1-800-524-6878, undated.
- F. Summary Sheet: Sanders, Henry. "Voting Rights Milestones," Selma: National Voting Rights Museum & Institute, undated. "The African American Soldier in the U.S. Army, 1866-1920's," LWF Publications, PO Box 26148 Trotwood, Ohio 45426-0148, E-mail: lwf@coax.net.

Appendix A

Highlights of White Resistance to Integration

- Sept 1957: Arkansas Governor Oral Faubus used Arkansas National Guard to prevent integration of Central High School, Little Rock, Arkansas. *President Eisenhower federalized the National Guard and enforced integration at Central High.
- Early 1960's: White racists beat, tortured and harassed civil rights demonstrators; fire bombed black churches serving as civil rights meeting places; and burned a bus carrying C.O.R.E. "freedom riders."
- 1963: Mississippi N.A.A.C.P. leader Medgar Evers was fatally shot in his own driveway. *Alabama Governor George Wallace made his "stand in the school house door" to prevent black enrollment at University of Alabama.
- Summer 1964: Northern civil rights workers were harassed, terrorized and in one instance kidnapped and killed when working on black voting registration in Mississippi.
- March 1965: Marchers for voting Rights were beaten and hosed down on the Edmund Pettus Bridge, Selma, Alabama on 7 March by state troopers, sheriff's deputies, and others.
- Key to Remember: Old prejudices and attitudes die hard, especially at moments of conflict and confrontation. Clearer thinking, cooler heads, and a commitment to peaceful problem solving might have prevented some of these incidents.

Appendix B

Judge Frank M. Johnson, Jr.
- Champion of Justice -

Directions: Read the news article about Judge Johnson and answer the following questions:

1. What important ruling did Judge Johnson make in 1956 against segregation of public facilities? He ruled that segregation on Montgomery buses was unconstitutional.
2. What 1963 ruling did Judge Johnson make that helped black students in Macon County, Alabama? He ordered Macon County public schools to open their doors to black students.
3. What major event in civil rights history was allowed to take place because of Judge Johnson's ruling on March 17, 1965? The Voting Rights March from Selma to Montgomery.
4. What reactions did Judge Johnson receive from many of the white citizens of Alabama to his rulings on behalf of black Americans? He and his family received threats, had their house bombed, and he was called a "carpet bagging, integrating liar" by Alabama Governor George Wallace.
5. What fundamental American legal document did Judge Johnson's rulings uphold? The U.S. Constitution.
6. Describe Judge Johnson's character in your own words. Possible answers: courageous, stood for what was right.

Appendix C
American Civil Rights Movement-Unit Test

Part I: True-False (3 pts each) Circle T or F.

- | | | | |
|---|---|----|---|
| T | F | 1. | The doctrine of "separate but equal" was established by the U.S. Supreme Court in Plessy v. Ferguson. |
| T | F | 2. | Jim Crow Laws were established in the 1890's to promote racial harmony between blacks and whites. |
| T | F | 3. | Jackie Robinson exercised great patience and self-control when breaking The color barrier in professional sports. |
| T | F | 4. | Buffalo soldiers served in white frontier army units for the purpose of hunting buffalo. |
| T | F | 5. | All states readily complied with the 1954 Supreme Court ruling calling for school desegregation. |

Part II: Matching (3 pts each) Match Column B to Column A

Column A

6. First black Supreme Court Justice
7. Refused to give up seat on public bus
8. Stood in schoolhouse door at U. of Alabama
9. Slain Mississippi civil rights leader
10. Outlawed segregated public transportation in Alabama

Column B

- a. Robert Abernathy
- b. Medgar Evers
- c. Frank M. Johnson
- d. Thurgood Marshall
- e. George Wallace
- f. Rosa Parks

Part III: Multiple Choice (4 pts each) Choose best answer.

11. President Harry Truman contributed to black civil rights by:
 - a. Abolishing Jim Crow Laws
 - b. Integrating the army and navy
 - c. Integrating public schools
 - d. Passing civil rights legislation

12. In Brown v. Board of Education (1954), the Supreme Court ruled that racially separated education was:
 - a. a state's rights issue
 - b. an acceptable practice in education
 - c. unequal and unconstitutional

13. Jackie Robinson broke the color barrier in professional:
 - a. baseball
 - b. basketball
 - c. football
 - d. hockey

14. Organizations involved in the civil rights movement included:
 - a. Montgomery Improvement Association
 - b. Southern Christian Leadership Conference (SCLC)
 - c. Student Non-violent Coordinating Committee (SNCC)
 - d. All of the above

15. President Johnson's program of the Great Society represented his:
 - a. genuine concern for the poor and disadvantaged of all races
 - b. promotion of white-only interests
 - c. desire to impress world leaders

16. For Dr. Martin Luther King, achieving civil rights must be done through:
 - a. non-violent methods
 - b. both violent and non-violent methods
 - c. waiting for government action

17. Judge Frank Johnson's rulings against segregation in Alabama:
 - a. demonstrated great political courage
 - b. furthered the cause of American civil rights
 - c. upheld the rule of law
 - d. all of the above

18. In response to the Voting Rights Act of 1965, many southern white politicians:
 - a. began courting black voters
 - b. continued active resistance against black voting
 - c. showed little interest in black voting

19. When civil rights activists came to Mississippi in 1964 to register black voters they found:
 - a. all blacks anxious to register
 - b. few blacks interested in voting
 - c. many blacks fearful of harsh reprisals

20. Martin Luther King's "I have a dream" speech pushed civil rights for:
 - a. blacks only
 - b. minorities only
 - c. minorities and women
 - d. all human beings

Part IV: Short Answer (5 pts each) Answer in 1-2 sentences.

21. Write the definition of "separate but equal." The doctrine established in Plessy v. Ferguson in which racially separated public facilities were acceptable as long as equal in quality.

22. Give two (2) examples of Jim Crow Laws. Segregated schools; segregated public facilities - restrooms, drinking fountains, and buses.

23. Briefly explain the purpose of the 1964 Civil Rights Act. It outlawed school segregation, white and colored signs on public accommodations, and created the Fair Employment Practices Commission.
24. Briefly explain Rosa Park's role in the 1956 Montgomery Bus Boycott. Her arrest for refusing to give up her seat on the bus triggered the Montgomery Bus Boycott.

Part V: Essay (10 pts) In a short essay, identify the two most meaningful events of the civil rights movement (to you) and explain why they are so important. Be specific with your explanation. Individual choices, answers will vary.

Answer key to questions 1-20:

1T 2F 3T 4F 5F 6d 7f 8e 9b 10c 11b 12c 13a 14d 15a 16a 17d
18a 19c 20d

Content Area: Eighth Grade Language Arts
Presented by: Mr. Brian Officer
School: Southlawn Middle School, Montgomery, AL

1. OVERVIEW

- A. Specific Core Knowledge Content
 - 1. Poetry: "Theme from English B" & "Harlem" by Langston Hughes; "We Real Cool" by Gwendolyn Brooks and "Sympathy" by Paul Lawrence Dunbar
 - 2. Autobiography: excerpt from I Know Why the Caged Bird Sings by Maya Angelou
 - 3. Essay: "I Have a Dream" by Dr. Martin Luther King, Jr.
 - 4. Elements of Poetry: free verse
 - 5. Characterization
 - 6. Expository Writing
- B. Skills to be taught
 - 1. Autobiography definition
 - 2. Synthesize knowledge attained about Civil Rights Movement into an artistic depiction of these struggles
 - 3. Read for inference
 - 4. Writing expository pieces
 - 5. Writing poetry
 - 6. Journal writing

II. BACKGROUND KNOWLEDGE

- A. Angelou, Maya. I Know Why the Caged Bird Sings
- B. Rummel, Jack. Langston Hughes. Philadelphia: Chelsea House Publishers, 1988.

III. RESOURCES

For student collage construction, teacher will need construction paper, newsprint paper, markers, and scissors.

IV. LESSONS

Lesson One (or Day One): Civil Rights Movement

- A. Objective/Goal:
 - 1. Students will listen to the teacher read "Sympathy" by Paul Lawrence Dunbar and discuss why Angelou chose lines from the poem for the title of her autobiography.
 - 2. Students will then read an excerpt from her autobiography. (Our anthology had the excerpt about Mrs. Gertrude Flowers introducing Angelou to her love of books).
- B. Materials: Prentice Hall Literature Book
- C. Prior Knowledge for students:
 - 1. Students must have some knowledge of life for African Americans from days of slavery to Civil Rights Movement.
 - 2. Students should know what an autobiography is.
- D. Key Vocabulary: Fiscal, troubadours, taut, voile, benign, couched, wormwood, infuse
- E. Procedures/Activities: Read poetry orally and discuss.
- F. Evaluation/Assessment: Quiz on story content.

Lesson Two (or Day Two): Influential Person

- A. Objective/Goal:
 - 1. Students will discuss how Mrs. Flowers changed Maya's life.
 - 2. Students will web the positive or negative influence someone had on his/her life.

3. Students will write an expository essay on how that person influenced his/her life.
- B. Prior Knowledge for students:
1. Students must know how to web.
 2. Students should have basic knowledge of the five-paragraph essay.
- C. Procedures/Activities: Students will discuss, web, and draft essay.
- D. Evaluation/Assessment: After revising essay, students will be evaluated on a 1-67 rubric scale.

Lesson 3: Hughes and Brooks Poetry

- A. Objective/Goal: Students will read select Core Knowledge poetry by Langston Hughes and Gwendolyn Brooks.
- B. Materials: Copies of poems.
- C. Key Vocabulary: Lurk, gin, Jazz June
- D. Procedures/Activities:
1. Students will read selected poems.
 2. Students will discuss point of view and infer mood from each poem.

Lesson 4: Symbols

- A. Objective/Goal:
1. Students will brainstorm the symbolism in Benny Andrew's collage SYMBOLS as to the daily struggles of African American.
 2. Students will design his/her own piece of a collage on the struggle encountered during the Civil Rights Movement.
- B. Materials:
1. Copy of collage, Symbols. (Prentice Hall Literature Book, page 405).
 2. Construction paper, scissors, art roll paper and markers to make collages
- C. Prior Knowledge for Students: Students will need a basic knowledge of African Americans struggles from slavery to the Civil Rights Movement.
- D. Key Vocabulary: Collage.
- E. Procedures/Activities:
1. Students will brainstorm the symbolism in the painting while someone records student's responses.
 2. Students will then be divided into groups to illustrate any topic from the Civil Rights Movement for the class collage.
- F. Evaluation/Assessment: Students must describe their picture to the class before applying it to the class collage.

Lesson 5: "I Have A Dream"

- A. Objective/Goal: After listening to Dr. Martin Luther King's "I Have A Dream" speech, students will expound on his/her own dreams in an expository essay.
- B. Material: Computer (Excerpts from Dr. Martin Luther King's speech using website <http://www.webcorp.com/civilrights/mlkfr.htm>)

Lesson 6: Selma to Montgomery March

- A. Objective/Goals: Students will participate in the re-enactment of the Civil Rights march from Selma to Montgomery, Alabama on a smaller scale.
- B. Materials:
1. Collages and signs
 2. Poetry
 3. Speeches
- C. Procedures/Activities: Students will re-enact the march from Selma to Montgomery at the Edmund Pettus Bridge in Selma, Alabama.

- D. Culminating Activity: Students will re-enact the march from Selma to Montgomery on a smaller scale. Teachers and students will travel to Selma on buses to re-enact the march.

V. HANDOUTS

- A. Appendix H: Civil Rights Movement Unit Vocabulary Words
- B. Appendix I: I Know Why the Caged Bird Sings - Quiz
- C. Appendix J: Critical Thinking and Reading Worksheet

VI. BIBLIOGRAPHY

Sharon Sorenson, Dr. Charles Cooper, Prentice Hall Literature Silver. Englewood Cliffs, New Jersey: Prentice Hall, 1994. (ISBN 0-13-722497-7)

Appendix H

Name _____

Date _____

Period _____

Civil Rights Movement Unit Vocabulary

Directions: Define each word for the list, then use each word in a well-developed, grammatically correct sentence.

1. fiscal
2. troubadours
3. taut
4. voile
5. benign
6. couched
7. wormwood
8. infuse
9. lurk
10. gin
11. Jazz June
12. Collage

Appendix I

Name _____

Date _____

Period _____

I Know Why the Caged Bird Sings Quiz (Fill in the Blank)

Directions: Write the appropriate word or words in the available space provided below.

1. Maya lives with her grandmother and uncle in the rear of the _____.
2. Maya is obsessed with _____.
3. Mrs. Bertha Flowers is the _____ of Black Stamps.
4. Mrs. Flowers talks to Maya about her _____.
5. Mrs. Flowers loans Maya some of her favorite _____.

Appendix J

For I Know Why the Caged Bird Sings Maya Angelou

Name _____

Date _____

Period _____

Critical Thinking and Reading Worksheet

An autobiographer writes for a certain purpose or reason. At times the reader may make an inference about why the author included certain details, incidents, and ideas in his or her autobiography. These inferences are usually guesses based on the information included and on whom the autobiographer is.

Read the following passages. Then answer the question that follows each passage.

1. "Until we became familiar enough to belong to the Store and it to us, we were licked up in a Fun House of things where the attendant had gone home for live...."

What inferences can you make about the author's opinion of her family's first days running the Store?

2. "I'd like to think that my desire for pineapples was so sacred that I wouldn't allow myself to steal a can (which was possible) and eat it alone out in the garden, but I'm certain that I must have weighed the possibility of the scent exposing me and didn't have the nerve to attempt it."

What does the author tell you about herself by including this description?

3. "It followed that Mrs. Flowers would have ice on an ordinary day, when most families in our town bought ice late on Saturdays only a few times during the summer to be used in the wooden ice cream freezers."

For what reason did the author relate this particular detail about Mrs. Flowers?

Content Area: Eighth Grade Science
Presented by: Mrs. Gloria M. Gibbons
School: Southlawn Middle School, Montgomery, Alabama

I. OVERVIEW

- A. Specific Core Knowledge Content:
 - 1. General properties of waves
 - 2. Kinds of waves and wave features
 - 3. Sound waves
 - 4. Speed of sound
 - 5. Frequency of sound
 - 6. Amplitude of sound
- B. Skills to be taught:
 - 1. Relating cause and effect
 - 2. Describing the wave model of sound
 - 3. Applying concepts
 - 4. Interpreting and applying definitions
 - 5. Classifying kinds of waves
 - 6. Making comparisons
 - 7. Inferring
 - 8. Applying technology
 - 9. Produce models of sound waves
- C. Student learning objectives:
 - 1. Describe sound in terms of a wave
 - 2. Compare the phases of matter as to their ability to transmit sound
 - 3. Describe how the speed of sound is affected by the density of the medium through which it travels
 - 4. Compare the speeds of sound and light in air
 - 5. Describe the properties of sound waves
 - 6. Explain how frequency and pitch are related
 - 7. Describe the Doppler effect
 - 8. Define natural frequency of an object
 - 9. Describe an example of resonance
 - 10. Explain what may happen if two waves cross the same point at the same time
 - 11. Compare phase relationships required for constructive and destructive interference
 - 12. Relate the characteristics of music and noise
 - 13. Discuss noise pollution
 - 14. Describe the function of the outer ear
 - 15. Identify the parts that make up the middle ear and inner ear
 - 16. Discuss how sound vibrations are converted into electrical an signal

II. BACKGROUND KNOWLEDGE

- A. Hurd, Silver, Bacher, and McLaughlin. Physical Science. Englewood Cliffs, New Jersey: Prentice-Hall, 1991. (ISBN 0-13-714171-8)
- B. Aldridge, Ballinger, Crow, Kaskel, Ortleb, Aiuto, Barefoot, Father, Jr., Kramer, Synder, Zitzewitz. Science Interactions. Columbus, Ohio: Glencoe/McGraw-Hill, 1995. (ISBN-02- 82-6857-1).

III. RESOURCE

- A. Books:
 - S.A. Stevens, Fred Warshofsky., Sound and Hearing Time Life Books
- B. Websites
 - <http://library.advanced.org/19537/main.html>
 - <http://library.advanced.org/1937/Main.html>

IV. LESSONS

Lesson One (or day one and two): Wave Model of Sound

- A. Objective/Goal:
 - 1. Describe sound in terms of a wave
 - 2. Compare the phases of matter as to their ability to transmit sound
 - 3. Describe the speed of sound is affected by the density of the medium through which it travels
 - 4. Compare the speed of sound and light in air
- B. Materials:
 - 1. Oscilloscope (if possible)
 - 2. Microscope
 - 3. Slinkies
 - 4. Coat hangers
 - 5. String
 - 6. Speed of sound comparison chart, (if possible)
 - 7. Study Guide (Prentice Hall)
- C. Prior knowledge of students:
 - 1. Kinetic energy (grade 6)
 - 2. Physical change: Energy transfer (grade 6)
- D. Key Vocabulary: sound, wavelength, rare faction, compression
- E. Procedures/Activities:
 - 1. Teacher led class discussion
 - 2. Teacher demonstration of similarities and differences in waves
 - 3. Student complete lesson one Study Guide
 - 4. Student hands on lab
- F. Evaluation/Assessment: Quiz on lesson one (oral)

Lesson Two (day three, four, and five)

- A. Objective/Goal:
 - 1. Describe the properties of sound waves
 - 2. Explain how frequency and pitch are related
 - 3. Describe the Doppler effect
- B. Materials:
 - 1. Tuning forks
 - 2. Rubber bands
 - 3. Resonance box
 - 4. Stringed instrument
 - 5. Lesson two study guide (Prentice Hall)
 - 6. Strobe light
- C. Key Vocabulary: intensity, decibel, pitch, ultrasonic, Doppler effect, sonar, quality, timbre, fundamental tone, overtone
- D. Procedure/Activities:
 - 1. Administer oral quiz on lesson one
 - 2. Teacher/student discussion
 - 3. Student complete teacher made study guide

- E. Evaluation/Assessment:
 - 1. Quiz on lesson two
 - 2. Notebook check

Lesson Three (day six): Wave Interactions

- A. Objective/Goal:
 - 1. Describe natural frequency of an object
 - 2. Describe an example of resonance
 - 3. Explain what may happen if two waves cross the same point at the same time
 - 4. Compare phase relationships required for constructive and destructive interference
- B. Materials:
 - a. Pendulums
 - b. Resonance boxes
 - c. Lesson three Study Guide (Prentice Hall)
- C. Key Vocabulary: Natural frequency, resonance, acoustics, reverberation
- D. Procedures/Activities:
 - 1. Student complete lesson three study guide
 - 2. Teacher/student discussion
 - 3. Teacher demonstration of resonance
 - 4. Oral quiz on lesson two

Lesson Four (day 7): Sounds You Hear

- A. Objective/Goal:
 - 1. Relate the characteristics of music and noise
 - 2. Discuss noise pollution
- B. Materials:
 - 1. Musical instruments (other than guitar)
 - 2. Guitar
 - 3. Lesson three study guide (Prentice Hall)
 - 4. Poster of ear diagram
- C. Key Vocabulary: Outer ear, ear canal, eardrum, middle ear, hammer, anvil, stirrup, inner ear, cochlea
- D. Procedure/Activities:
 - 1. Student/teacher discussion
 - 2. Student complete lesson three study guide
 - 3. Student hands on lab. "Sound through bones (Prentice Hall)
- E. Evaluation/Assessment: Quiz on lesson five

Lesson Five (day nine): Lab Day

- A. Objective/Goal:
 - 1. Develop a model of a wave
 - 2. Investigate the speed of sound in air
- B. Materials:
 - 1. 1000 ml graduated cylinders
 - 2. Hollow glass tubing
 - 3. Tuning fork of known frequency
 - 4. Meter stick
 - 5. Water
 - 6. Lab. Sheet (Prentice Hall)
- C. Prior Knowledge for Student:
 - 1. Lab. Safety
 - 2. Lab Skills
- D. Key Vocabulary: None

E. Procedure/Activities:

1. See attached Lab. Sheet
2. Teacher led review of study sheet

Lesson Six (day ten) Unit Exam (Test B, Prentice Hall)

V. CULMINATING ACTIVITIES

Team Field Trip "Montgomery-Selma March"

Appendix G

Project: Civil Rights March From Selma to Montgomery, Alabama

Cultural Objective: To enhance student's knowledge of the Civil Rights Movement by actively and cooperatively making preparations for such a large scale venture.

Lesson Objective: To learn to solve a variety of "real life" problems through proportional reasoning.

Project Coordinators: _____, _____, _____

The civil rights leaders, consisting of Dr. Martin Luther King, Rosa Parks, and John Lewis, met yesterday and decided that the best means of action against unfair voter registration practices would be a peaceful demonstration march from Selma to Montgomery, Alabama. These leaders have approached you three in taking on the responsibility of planning the march. After accepting this responsibility, these leaders have requested that you research the following questions and report the findings back to them. Good luck! A lot of people are counting on you!!!

Directions: Use proportions to answer the following math questions. The other questions should be answered based on the reading of Appendix H: Selma to Montgomery Historical Trail Study.

1. How far is it from Selma to Montgomery along Highway 80? (for teachers use map given in this handout).
2. If the march takes 6 days to complete, then what is the average number of miles we will walk in one day?
3. We expect approximately 3200 protesters to join the march. If $\frac{3}{5}$ of the marchers are male, then what is the actual number of males marching?
4. How many are females? (Give fraction and actual number.)
5. We expect a ratio of 1:3 between the number of marches and the total number of civil rights protestors at the state capitol to hear Dr. Martin Luther King speak. Based on this ratio, about how many total protesters will be in attendance?
6. Along the marching route, we will need to provide accommodations for the marches. If there are 3200 people on the march, and if a portable toilet will accommodate 160 people, then how many portable toilets do we need for each campsite?
7. If $\frac{2}{5}$ of the 3200 protesters need transportation back to Selma after the march, and if one bus can transport 40 people, then how many buses must we rent for the ride back to Selma?
8. In lieu of the current civil rights controversy and the current resistance of blacks, do you think we will be able to rent these buses? (Use a few sentences to support your answer).
9. Because of the lack of transportation after the march, there was one woman who tried desperately to shuttle blacks back to Selma in a car. Her attempt failed. Give this heroic woman's name and a brief explanation of what happened on that fatal evening.

Content Area: Eighth Grade Math
Presented by: Mr. Anthony Norris

II. OVERVIEW

- A. Objectives (content):
 1. Write ratios as fractions in simplest form.
 2. Perform division on two rational numbers using GCF.
 3. Solve proportions.
 4. Use the percent proportion to write fractions as percents.
 5. Find the unknown measures of the sides of two similar triangles.
 6. Apply proportional reasoning to a variety of applications.
- B. Core Knowledge Content:
 1. Learn to use proportions to calculate for an unknown quantity.
 2. Interpret proportional data to put it in equation form.
 3. Translate a word problem into an equation form and solve it.
 4. Reinforce the knowledge of algebra with geometry and vice versa.
- C. Skills:
 1. Solving a one variable equation.
 2. Cross multiplication.
 3. Problem solving:
 - a. Recognize given ratios in a problem.
 - b. Interpreting proportional data.
 - c. Writing equations.
 4. Basic skills:
 - a. Reducing fractions by GCF.
 - b. Multiplication.
 - c. Distributive property.

III. BACKGROUND KNOWLEDGE

- A. For teachers (cited sources):
 1. Intro or Algebra I text. (any available text)
 2. Birmingham Alabama Civil Rights Institute.
<http://www.the.matrix.com/bcri.html>.
 3. Photo tour of the civil rights movements by the Seattle Times:
<http://www.seattletimes.com/education/mlk/movement/pt/phototour.html>.
- B. For students:
 1. Equivalent fractions.
 2. Solving one variable equations.
 3. Using the distributive property.
 4. Basic skills of multiplying, dividing, and finding GCF.
 5. Previous problem solving skills.
 6. Calculator usage.

IV. RESOURCES

Selma to Montgomery Historical Trail Study Atlanta: National Park Service, Conservation Assistance Branch, telephone 1-800-524-6878, undated.

V. LESSONS

Lesson One: Ratios and Rates

- A. Objectives/Goals:
 1. Write ratios as fractions in simplest form.

2. Perform division on 2 rational numbers using GCF.
- B. Materials: Student notebooks, Intro or Algebra I text (any) on specific lesson, board or overhead.
- C. Key Vocabulary:
 1. Ratio
 2. Rate
- D. Procedures/Activities: Introduce lesson by reviewing "how" to reduce a fraction to simplest form by finding the GCF between the numerator and denominator and then dividing both by this GCF. Then define ratio and provide examples, and show how this ratio can be written as a fraction in simplest form. Repeat this process for a rate. Note: Ratios compare two like units, rates compare two unlike units.
- E. Evaluation/Assessment:
 1. Guided practice during lecture (observational and oral questioning).
 2. Homework. Select problems from any text. In addition, allow students to create their own ratios.
Examples: Female to male teachers during their class day schedule.
*Black to white teachers during their class day schedule.
 3. Topic quiz - (mostly procedural) (see Appendix D, E).
 4. Unit Test (see Appendix F).
 5. Project (see Appendix G).

Lesson Two: Solving Proportions

- A. Objectives/Goals:
 1. Solve proportions.
 2. Learn to use proportions to calculate for an unknown quantity.
- B. Materials: Student notebooks, Intro or Algebra I text (any) on specific lesson, board or overhead.
- C. Key Vocabulary: Means - Extreme Property of Proportions.
- D. Procedures/Activity:

Introduce lesson by reviewing "how" to find equivalent fractions. Point out that proportions provide this same function. Provide examples in lecture from simple one term denominators and numerators in cross multiplication to denominators and numerators of more than one term in which case distributive property may be used during cross multiplication.
- E. Evaluation/Assessment:
 1. Guided practice during lecture (observation and questioning).
 2. Homework - select problems from any text. This assignment is procedural only. No application.
 3. Topic quiz - (mostly procedural) (see Appendix D,E).
 4. Unit test (see Appendix F).
 5. Project (See Appendix G).

Lesson Three: Application: Using Proportions to find percents.

- A. Objective/Goal:
 1. Use the percent proportions to write fractions as percents.
 2. Interpret proportional data and put it in equation form.
 3. Translate a word problem into an equation form and solve it.
- B. Materials: Same as lesson 1.
- C. Key Vocabulary: Percent
- D. Procedures/Activities:

Introduce lesson by reviewing previous procedures for solving proportions from last lesson. or repeating decimal percent answers.

- E. Evaluation/Assessment:
1. Guide practice during lecture (observation)(oral questioning).
 2. Homework. Select problems from any text. In addition, ask students to find percents from the ratios on teachers from the first lesson. Also provide some historical ratios/fractions on African-Americans, i.e., percent of blacks employed before the Selma March to today's ratio of blacks to whites in the work force. Ask students to express these as percents.
 3. Topic quiz (see Appendix D, E).
 4. Unit test (see Appendix F).
 5. Project (see Appendix G).

Lesson Four: Application: Using Proportions on Similar Triangles

- A. Objectives/Goals:
1. Find the unknown measures of the sides of two similar triangles.
 2. Reinforce the knowledge of algebra with geometry and vice versa.
- B. Materials: Same as lesson 1 plus large board protractor to draw triangles to scale.
- C. Key Vocabulary: Similar Triangles.
- D. Procedures/Activities:
Define Similar Triangles and illustrate how to find corresponding/matching sides on the triangles by referencing between the same two angles. Illustrate this by orienting the triangles differently. Provide examples from simple right triangles to whole number lengths to more complex triangles containing decimal lengths.
- E. Evaluation/Assessment:
1. Guide practice during lecture (observation and oral questioning).
 2. Homework. Selected problems from any text on same lesson. For Intro or Algebra I keep this lesson procedural only. Vary orientation of triangles for specific reasoning skills.
 3. Topic quiz (see Appendix D, E) (mostly procedural).
 4. Unit test (see Appendix F).
 5. Project (see Appendix G).

Lesson Five: Voting Problems

- A. Objectives/Goals:
1. Students will experience frustration similar to that felt by blacks who were required to take difficult tests before voting.
 2. To access learned objectives from lessons one through four.
- B. Materials:
1. Appendix D - difficult quiz. (quiz A)
 2. Appendix E - one level quiz (to be graded) (quiz B)
- C. Procedures/Activities:
For the first twenty minutes of class all females will be given Appendix D for quiz, and all males will be given Appendix E quiz. This is to be done without any prior notice. The difficulty factor will be so obvious that the students should recognize the discrepancy on their own. After the quiz there will be a 15 minute discussion in which the females will be allowed to voice their reaction to having to take the more difficult quiz. In this discussion, the teacher is to share that the blacks encountered these same frustrations on bias voter test. The last twenty minutes of class will allow the females to take the on level quiz, while the males will in tern take the difficult D quiz. Only the E quiz will be graded, but credit will also be given to all attempting the D quiz as extra points.
- D. Evaluation/Assessment:
1. Grading of Appendix E quiz.
 2. 10 of 100 points given for attempting D quiz.

3. A 100 word essay for homework on their personal feelings and how these feelings were connected to those of blacks having to take the biased voter exams before they could vote.

Lesson Six: Planning the March (Unit Project) (2 days)

- A. Objectives/Goals:
 1. To apply proportional reasoning to a variety of applications.
 2. Translate a word problem into an equation and solve it.
- B. Materials:
 1. Appendix G.
 2. Student calculators.
- C. Key Vocabulary: None.
- D. Procedures/Activities:
 1. Provide and have students read the Selma to Montgomery Historic Trail Study.
 2. In lieu of Friday's quiz, we will role play as a class the preparation necessary for a peaceful march in demonstration against unfair and unequal treatment of blacks to gain their equal rights as citizens of the U.S.
 3. As a class, we will brainstorm possible planning needs, such as transportation, campsite areas, portable restroom facilities, and transportation after the march.
 4. Then we will use problem solving strategies along with proportional reasoning to plan the trip. Appendix G will be used as our planning guide.
- E. Evaluation:
 1. Appendix G grading for accuracy.
 2. Additional points for participation in culminating activity.

Lesson Seven: Review for test.

Lesson Eight: (day 9) Test: Proportions & Proportional Reasoning. (Appendix F)

Lesson Nine: (Day 10) see Culminating Activity VI.

VI. CULMINATING ACTIVITY

Students will reenact the march from Selma to Montgomery by literally tracing the footsteps of that historical March across Edmund Pettus Bridge in Selma, Alabama. Prior to our March, the students will visit key and historical sites in Selma.

VII. HANDOUTS

- A. Appendix D - Quiz A Proportions
- B. Appendix E - Quiz B Proportions
- C. Appendix F - Test: Proportions & Proportional Reasoning
- D. Appendix G - Project: Civil Rights March From Selma to Montgomery, Alabama

VIII. BIBLIOGRAPHY

Selma to Montgomery Historic Trail Study Atlanta: National Park Service, Conservation Assistance Branch, telephone 1-800-524-6878, undated.