

“Separate But Equal is Unconstitutional Under The Law” A Catalyst For The Civil Rights Movement

Grade Level: Eighth Grade

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Length of Unit: 3 weeks (13 lessons)

I. ABSTRACT

In the 1950s and 1960s, all Americans didn't share in the right to equally pursue a life of happiness. African Americans were excluded from obtaining a piece of the American dream. Due to the Jim Crow system in the South, they were relegated as second-class citizens and segregated from mainstream society. Daily they faced injustice, oppression, and humiliation. This unit will focus on the major events, the heroic people, the various tactics and techniques and the legislature and programs that were instrumental in slowly chipping away the barriers of racial discrimination which allowed African Americans to move toward complete “uncompromised” equality. Students will be involved in simulated activities, drama, singing, debates, and reflective writing to relive the historic happenings of the struggle for basic civil rights.

II. OVERVIEW

A. Concept Objectives

1. Students will understand segregation and the approaches taken to desegregate.
2. Students will learn about the major events and people involved in the civil rights movement.
3. Students will learn about the legislature and governmental programs that aided in eliminating segregation.

B. Content from the Core Knowledge Sequence

1. The Civil Rights Movement, p.188
 - a. Segregation
 - b. Post-War steps toward desegregation
 - c. Montgomery Bus Boycott, Rosa Parks
 - d. Southern “massive resistance”
 - e. Nonviolent challenges to segregation
 - f. President Johnson and the Great Society
 - g. African American militance, Malcolm X
 - h. Assassinations of Martin Luther King, Jr. and Robert F. Kennedy

C. Skill Objectives

1. Students will interpret information and make inferences.
2. Students will analyze facts and draw conclusions.
3. Students will identify and discuss points of view.
4. Students will compare/contrast people, events, and documents.
5. Students will identify cause and effect
6. Students will evaluate and apply information in different situations.
7. Students will express facts and opinions orally and in writing.
8. Students will apply critical thinking skills.

III. BACKGROUND INFORMATION

A. For Teachers:

1. Patrick, Diane, *Amazing African American History*, New York: John Wiley and Sons, Inc. 1998. ISBN 0-471-19217-1.
2. Dunn, John M. *The Civil Rights Movement*, San Diego, CA: Lucent Books, 1998, ISBN 1-5006-310-6
3. Hakim Joy. *A History of US All the People*. New York: Oxford Press, 1995. ISBN 0-19-509515-4

B. For Students:

1. Students need to have an understanding of the “Civil War” and “Reconstruction” for grade 5 in the Core Knowledge Sequence guide, p117.

IV. RESOURCES

- A. Hakim, Joy. *A History of Us*
- B. Dunn, John. *The Civil Rights Movement*
- C. Patrick, Diane. *Amazing African American History*
- D. Scholastic, *African Americans Who Made A Difference 15 Plays For the Classroom*.
- E. Levine, Ellen. *If You Lived At the Time Of Martin Luther King*
- F. Altman, Susan and Lechner, Susan. *Followers Of the North Star*
- G. Wukovits, John F. *The Importance Of Martin Luther King Jr.*
- H. Appendices A-I
- I. Recording “We Shall Overcome”
- J. Poem “A Dream Deferred”, Langston Hughes
- K. Route of the Freedom Riders Map
- L. Bus Boycott Flyers
- M. Recording “Lift Every Voice and Sing”

V. LESSONS

Lesson One: Segregation Is Permitted In America

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand segregation and the approaches taken to desegregate.
2. Content from the Core Knowledge Sequence:
 - a. Segregation – Plessy V. Ferguson and “Jim Crow” Laws
3. Skill Objectives
 - a. Students will interpret information and make inferences.
 - b. Students will express facts and opinions orally and through writing.
 - c. Students will analyze facts and draw conclusions.

B. Materials

1. *A history of US, All the People*, Hakim, pp. 62-63
2. A large poster of Judge Harlan’s dissent
3. Pictures depicting “Jim Crow” laws (Ex. white – colored water fountains)
4. Two baskets of materials. One basket should contain new items and the other one, used items. (Ex. – markers, pencils, crayons, index cards. books, etc.)
5. Students content journals – spiral notebooks

C. Key Vocabulary

1. Segregation – separation of the races
2. Dissent – a disagreement
3. Civil rights – those rights that people are entitled to because they are members of a society

4. “Jim Crow” laws – laws that were passed in the south that promoted the separation of the races

D. Procedures/Activities

1. Discuss the term civil rights and what students know about the civil rights movement. Provide background knowledge about the struggle for equality after the Civil War and during Reconstruction.
2. As words are discussed, they can be added to a civil rights topic vocabulary board. Words for the rest of the lessons can be added and constantly referred to.
3. Read and discuss *A History of US*, Hakim, pp.62-63.
4. Divide the class in half. Give each half one of the items in the basket. Make sure they notice the difference. Discuss if the experience was “separate but equal”.
5. Have students peruse the pictures denoting the Jim Crow laws around the room
6. Give students information about the term “Jim Crow”
7. Show the large poster of Judge Harlan’s dissent. Have students discuss and interpret what he meant.
8. In their content journals students will write their opinions on the Plessy v. Ferguson ruling and why it was unjust. Had the Supreme Court failed the people it was suppose to protect?
9. End the class with a *what if* question concerning the ruling, ex. What might have happened in the South if the court had said facilities could not be separate? Web responses on the board and in journals.

E. Assessment/Evaluation

1. The teacher will critique students’ oral interpretations.
2. The teacher will evaluate the students’ written conclusions and responses.

Lesson Two: Desegregation Slowly on the Rise

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand segregation and the approaches taken to desegregate.
 - b. Students will learn about the major events and people involved in the civil rights movement
 - c. Students will identify the legislature and government programs that aid in eliminating segregation.
2. Content From the Core Knowledge Sequence
 - a. Jackie Robinson integrates organized baseball, President Truman desegregates the armed forces, Adam Clayton Powell – integrated facilities used by Congress
3. Skills Objectives
 - a. Students will express facts and opinion orally and in written .
 - b. Students will analyze facts and draw conclusions.
 - c. Students will identify cause and effect events.

B. Materials

1. *The Civil Rights Movement*, Dunn, pp. 37 and 38
2. *A History of US*, Hakim, pp. 18-22 and pp. 30-33
3. *African America Portrait Of a People*, Estrell, pp.159-161
4. Segregation Strips – Appendix A
5. Appendix B
6. Student content journals
7. 3 Large posters boards containing the information on Appendix B

C. *Key Vocabulary*

1. Desegregation – the elimination of the separation of races
2. Discrimination – prejudice for or against someone based on race, religion, sex or other classification

D. *Procedures/Activities*

1. Review why the Plessy v. Ferguson ruling was a cause for a rise of segregated facilities especially in the south.
2. Give each student one of the segregation strips. Immediately have them do a quick write in their journals about their feelings. Students can share.
3. Read to students, pages 37 and 38. Discuss.
4. Divide students into 3 groups to read about 3 different individuals who did something about segregation.
5. Hand them each Appendix B to fill in for their individual.
6. Come together as a class to discuss. Fill out the large posters for everyone to view and place in their journals.
7. Ask students to draw conclusions about each individual. What characteristics did they all possess? Respond in journals.

E. *Assessment/Evaluation*

1. Teachers will evaluate oral and written responses

Lesson Three: Brown vs. Board of Education

A. *Concept Objectives*

1. To understanding segregation and the approaches taken to desegregate
2. To learn about the major events and people involved in the civil rights government programs that aided in eliminating segregation.
3. Content Objectives
 - a. Integration of public schools – Brown v. Board of Education, 1954 Thurgood Marshall
4. Skill Objectives
 - a. Students will express facts and opinions orally and in writing.
 - b. Students will interpret information and make inferences.
 - c. Students will draw conclusions.
 - d. To apply critical thinking skills to related issues.

B. *Materials*

1. *The History Of US*, Hakim, pp. 66-70.
2. *If You Lived At the Time Of Martin Luther King*, Levine, pp.16-17
3. *African American Portrait Of People*, Estell, pp. 71-72
4. *African Americans Who Made A Difference*, Scholastic, pp. 66-73, a play.
5. Appendix C
6. Student content journals
7. Poster board for time line
8. Large index Cards

C. *Key Vocabulary*

1. Amendment – a change for the better
2. Detriment – a harm
3. Catalyst – an initiating experience that causes something else to happen

D. *Procedures/Activities*

1. Pass out Appendix C. Ask students why segregation might be a detriment for blacks and whites. They can work in groups to discuss and fill in information.
2. Share information from Levine pp.16 and 17.

3. Give students background information on our court system and the Brown v. Board of Education case, Hakim, pp. 66-70.
4. Read the play, Scholastic, pp. 66-73 with the whole class and in groups.
5. After reading, have students place this main event on the class time line.
6. In their journals have them draw a figure of a man. Inside place important information they learned about Thurgood Marshall.
7. Explain why the Brown v. Board of Education is considered a catalyst for the civil rights movement.

E. Assessment/Evaluation

1. Teachers will assess conclusions drawn, Appendix C
2. Teachers will evaluate written journal responses

Lesson Four: The Montgomery Bus Boycott

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand segregation and the approaches taken to desegregate.
 - b. Students will learn about the major events and people involved in the civil rights movement.
 - c. Students will learn about the legislature and government programs that aided in eliminating segregation.
2. Content Objectives
 - a. The Montgomery Boycott – Rosa Parks and Martin Luther King – his non-violent tactics.
3. Skill Objectives
 - a. Students will apply critical thinking skills.
 - b. Students will identify cause and effect events.
 - c. Students will express facts and opinions orally and in writing.

B. Materials

1. The Civil Rights Movement, Dunn, pp. 52-57
2. If You Lived at the Time of Martin Luther King, Levine, p.26 and pp. 34-35
3. Student content journals
4. 15 chairs
5. Boycott flyers
6. White and colored section signs

C. Key Vocabulary

1. Boycott – an organized refusal to do something
2. Passive resistance – using non-violent ways to go against something

D. Procedures/Activities

1. Simulation Activity – Set up two rows of 7 chairs. Place another chair in front of the left row for the bus driver. Place the white section sign on the chair behind the bus driver. Place the colored section sign on the back of the 5th chair. Have some students fill up the white section of the bus. Have other students fill up the colored section. One of them should be Rosa Parks who is in the row behind the colored section sign. The bus driver demands Rosa Parks and the person seated across from her to get up. Others students are observing. Rosa refuses but the other student gets up.
2. Discuss. Students express what they are feeling.
3. Hand each of the students a Boycott flyer. Discuss what a boycott is.
4. Read to students pp. 34-35

5. Students read pages 52-57. In journals have students write about the effect of the boycott on the civil right movement. What did the boycotters feel/think about themselves?
 6. Think critically – What might have happened if the boycott had been unsuccessful?
 7. Add the Montgomery Bus Boycott to the class time line 1955.
- E. Assessment/Evaluation*
1. Teachers will evaluate students oral and written responses
 2. Teachers will assess students understanding of the civil rights cause/effect events.

Lesson Five: Southern Resistance

A. Daily Objectives

1. Concepts objectives
 - a. Students will understand segregation and the approaches taken to desegregate
 - b. Students will learn about the major events and people involved in the civil rights movement
 - c. To learn about the legislature and government programs that aided in eliminating segregation.
2. Content from the Core Knowledge Sequence: Southern massive resistance
 - a. How states reacted, federal troops in little Rock, Arkansas, murder of Medgar Evers, George Wallace – Schoolhouse door stance
3. Skill objectives
 - a. Students will identify point of view.
 - b. Students will compare/contrast people, events, and documents.
 - c. Students will express facts and opinions orally and in writing.

B. Materials

1. *The Civil Rights Movement*, Dunn, pp. 59-60, pp. 66-71 and pp. 84-85
2. *Followers Of The North Star*, Altman, p. 3
3. *Appendix D*
4. Student content journal
5. A map of the US

C. Key Vocabulary

1. Mandate – a command
2. Martyr – one who dies because of a belief
3. Manifesto – a proclamation

D. Procedures/Activities

1. Discuss how school districts didn't readily comply to the Brown v. Board of Education ruling. Students will create a list of why they think southerners would not readily enforce the law and what they did to prevent the law from going into effect.
2. Read to students, Dunn pp. 59-60. Add any new information to the list.
3. Show a map of the US and the states of the deep south that were strongly opposed to segregation.
4. Students read pages 66-71 and pp. 84-85. Add new information to the list.
5. Students will complete Appendix D. a Venn diagram to compare/contrast resistance at two educational institutions.
6. Read students the poem in *Followers of the North Star*, Altman, pg. 32. Students will respond in journals about dying for a cause and answer the question, why would Medgar Evers be considered a martyr?
7. Add events and the year to the time line.

E. Assessment/Evaluation

1. Teacher will assess students' inferences.
2. Students will evaluate the Venn Diagrams and written responses

Lesson Six: Challenges to Segregation

A. Daily objectives

1. Concepts objectives
 - a. Students will understand segregation and the approaches taken to desegregate.
 - b. Students will learn about the major events and people involved in the civil rights movement.
 - c. Students will learn about the legislature and government programs that aided in eliminating segregation.
2. Content objectives
 - a. Woolworth sit-ins and freedom riders, Core
3. Skill objectives
 - a. Students will analyze facts and draw conclusions.
 - b. Students will interpret information and make inferences.
 - c. Students will identify cause and effect.
 - d. Students will compare/contrast people, places, and events.

B. Materials

1. *The Civil Rights Movement*, Dunn , pp. 73-79
2. *If You Lived at the Time of Martin Luther King*, Levine, pp. 36-45
3. Student copies of the Route of the Freedom Riders, Dunn, p. 79
4. Student copies of the poem, "Sit-ins", Altman, *Followers of the North Star*, pp.30-31
5. A recording of the song , "We Shall Overcome"
6. Student content journals

C. Key Vocabulary

1. Sit-ins - forms of protest in which participants occupy a site in order to force an opponent to give in to their demands.
2. Freedom rides – forms of protest where people of different races rode buses through the south to force integration of public bus stations.

D. Procedure/Activities

1. Play the recording of "We Shall Overcome." Ask students what civil rights protesters were trying to overcome.
2. Read orally to students' pp. 73 – top of p. 74. Discuss
3. Have students respond in their journals what might have happened to the students while sitting at the lunch counters. Web on the board.
4. Students will read pages 74-79. Discuss
5. Using the student copies of the Freedom Riders Route, students will cut it out and paste it in the center of a sheet in their journals. Draw lines from different stopping points and tell what happened.
6. In their journals, students can respond to whether they would have been a part of the sit-ins or the freedom rides. Which one was more dangerous?
7. Add events and the year to the time line.

E. Assessment/Evaluation

1. Teachers will evaluate student's inference
2. Teachers will analyze the maps for correct factual information
3. Teachers will examine student journal responses for drawn conclusions.

Lesson Seven: The Power of the Vote

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand segregation and the approaches taken to desegregate.
 - b. Students will learn about the major events and people involved in the civil rights movement.
 - c. Students learn about the legislature and government programs that aided in eliminating segregation.
2. Content Objectives
 - a. Martin Luther King Jr. and Southern the Christian Leadership Conference, voter registration drives
3. Skill Objectives
 - a. Students will interpret information and make inferences.
 - b. Students will analyze facts and draw conclusions.
 - c. Students will evaluate and apply information in different situations.
 - d. Students will express facts and opinions orally and in writing.

B. Materials

1. *The Importance Of Martin Luther King, Jr.*, Wukovits, pp. 43, 45 & 46.
2. *If You Lived At the Time Of Martin Luther King*, Levine, pp. 60-63
3. Literacy voting cards, Appendix E
4. Graphic organizer, Appendix F
5. Student Content Journals

C. Key Vocabulary

1. Disenfranchisement – denial of the right to vote.
2. Literacy Tests – tests that were used by some southern states to prevent blacks from voting.
3. Poll taxes – taxes that had to be paid before blacks could vote in the south.
4. Grandfather Clause – a law that stated blacks could vote if their ancestors had voted before 1867.

D. Procedures/Activities

1. Provide background information on Martin Luther King, Wukovits, p.43. Read to students' pp. 45 & 46.
2. Cut out the literacy voting cards from Appendix E. Randomly give to students. Have students answer the questions. What conclusions can they draw about the questions?
3. Discuss other tactics used to deny blacks the right to vote: the poll tax, the grandfather clause, and fear.
4. Students will read pages 60-63, Levine and complete the graphic organizer on Freedom Summer, Appendix F.
5. Students will express in their journals the power voting has in order to bring about change in society.
6. Add major events and the year to the timeline.

E. Assessment/Evaluation

1. Teachers will evaluate student conclusions about the literacy tests
2. Teachers will assess student oral and written responses, Appendix F.

Lesson Eight: Why We Can't Wait

A. Daily Objectives

1. Concept Objectives:
 - a. Students will understand segregation and the approaches taken to desegregate.
 - b. Students will learn about the major events and people involved in the civil rights movement.
2. Content Objectives
 - a. Martin Luther King, Jr. and the "Letter from a Birmingham Jail"
3. Skill Objectives
 - a. Students will apply critically thinking skills.
 - b. Students will interpret information and make inferences.
 - c. Students will identify points of view.
 - d. Students will express facts and opinions orally and in writing.

B. Materials

1. *The Importance of Martin Luther King Jr.*, Wukovits pp. 54-56 and pp. 57-60.
2. Appendix G – Lead Us To Jail
3. A map of the US
4. Student content journals
5. A poster showing the demands of the Birmingham Manifesto

C. Key Vocabulary

1. Manifesto – a proclamation

D. Procedures/Evaluation

1. Ask students their feelings about jail. Students will respond to Appendix G.
2. Discuss Martin Luther King's campaign in Birmingham. Refer to pp. 54-56, Wukovits. Give students the important information about the manifesto, his jailing, and Robert Kennedy's intervention.
3. Students will read pp. 57-60 and complete Appendix H.
4. Students will write in their journals their own letters responding to the statements Dr. King referred to in his letter. *They can use different mediums to write on as Dr. King did.
5. Add new events and the year to the time line.

E. Assessment/Evaluation

1. Teachers will evaluate students' critical thinking about going to jail.
2. Teachers will examine students' written responses noting their interpretations and points of view.

Lesson Nine: The March on Washington

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand segregation and the approaches taken to desegregate.
 - b. Students learn about the major events and people involved in the civil rights movement.
 - c. Students will learn about the legislature and government programs that aided in eliminating segregation.
2. Content Objectives
 - a. March On Washington "I Have a Dream" speech.
3. Skill Objectives
 - a. Students will understand points of view.
 - b. Students will interpret information and make inferences.

c. Students will express facts and opinions in writing.

B. Materials

1. A copy of the poem "A Dream Deferred" by Langston Hughes.
2. *A History Of US*, Hakim, pp. 99-102
3. *The Importance Of Martin Luther King Jr.*, Wukovits pp. 65-68
4. Index cards and a large brown paper bag.
5. A large roll of paper.
6. Student content journals.
7. A cutout globe of the world

C. Key Vocabulary

1. Racists – people who profess that their race is superior to other races.

D. Procedures/Activities

1. Read to the class, "What Happens To A Dream Deferred." Have students interpret what the poet meant and relate it to the civil rights movement.
2. Decorate the brown bag with the cutout globe and a title. Have students write one dream they have for the world on the index cards. Place in the bag. They can be revealed after the lesson. Later tape their cards on the bag.
3. Present students with information about the March on Washington, Hakim, pp. 99-102.
4. Students will read pages 65-68 and write in their journals the most important message they received from the speech.
5. Students will illustrate one of the dreams Dr. King had for the world in their journals. These can be added to the class mural on the large roll of paper.
6. Add important events and legislature passed to the timeline.

E. Assessment/Evaluation

1. Teachers will evaluate student interpretations of the poem and Dr. King's speech.
2. Teachers will evaluate student points of view from their dream cards and writing.

Lesson Ten: From Selma to Montgomery

A. Daily Objectives

1. Concept Objectives:
 - a. Students will understand segregation and the approaches taken to desegregate.
 - b. Students will learn about the major events and people involved in the civil rights movement.
 - c. Students will learn about the legislature and government programs that aided in eliminating segregation.
2. Content Objectives
 - a. Selma to Montgomery March
3. Skill Objectives
 - a. Students will apply critical thinking skills.
 - b. Students will analyze facts and draw conclusions.
 - c. Students will express facts and opinions orally and in writing.

B. Materials

1. *The Civil Rights Movement*, Dunn, pp.92-93 and pp. 93-98.
2. A large poster of the Fifteenth Amendment.
3. Appendix H.
4. Student content journals.

C. Key Vocabulary

1. Crusaders – persons engaged in a cause.

D. Procedures/Activities

1. Use the Fifteenth Amendment poster to read to the students. Ask students to tell what it means in simple terms.
2. Read orally to them pp. 92-93, Dunn. Beginning with Selma and ending at “The March.” Discuss main points.
3. Discuss the “new bold strategy.” List some of the old strategies on the board. Create a chart of their predictions about what the new strategy could be.
4. Students read pp. 93-98 Dunn, up to “Walk Against Fear.” Discuss.
5. Complete Appendix H.
6. Add new events and legislature passed to the timeline.

E. Assessment/Evaluation

1. Teachers will critique student predictions.
2. Teachers will evaluate student written responses.

Lesson Eleven: President Johnson and His Great Society

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand segregation and the approaches taken to desegregate.
 - b. Students will learn about the major events and people involved in the civil rights movement.
 - c. Students will learn about the legislature that aided in eliminating segregation.
2. Content Objectives
 - a. The Great Society, Civil Rights Act of 1964, War On Poverty, Medicare, Voting Rights Act of 1965.
3. Skill Objectives
 - a. Students will interpret information and make inferences.
 - b. Students will identify points of view.
 - c. Students will express facts and opinions orally and in writing.

B. Materials

1. *A History of US*, Hakim, p. 107 and pp. 114-117.
2. Overhead projector.
3. Political cartoon copy, p.114, Hakim.
4. Strips of white paper.
5. Students content journals.

C. Key Vocabulary

6. Medicare – a program that helps older people pay their hospital bills.
7. Medicaid – a program that aids those who cannot afford a doctor.

D. Procedures/Activities

1. Ask students how President Johnson became president. Provide other information about President Johnson, (civil rights bill).
2. Read to the students about President Johnson’s dream for the world on p. 107.
3. Ask students why it might be hard to push laws through congress. Display the political cartoon, Hawkim, p. 114, without the caption. Have students interpret what it means. Discuss.
4. Students will read pp. 114-117. Discuss.
5. In content journals, students will write about President Johnson’s Great Society, his accomplishments and their purposes.

6. President Kennedy's program was called "The New Frontier." Create a bulletin board where students have created names for their programs if they were president.
 7. Add new legislature to the timeline. Discuss significance.
- E. *Assessment/Evaluation*
1. Teachers will evaluate student interpretations of the cartoon.
 2. Teachers will examine student oral and written responses.

Lesson Twelve: A Split In The Ranks

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will understand segregation and the approaches taken to desegregate.
 - b. Students will learn about the major events and people involved in the civil rights movement.
2. Content Objectives
 - a. African American militance – Malcolm X, Black Power, Black Panthers, Watt and Newark riots, and affirmative action.
3. Skill Objectives
 - a. Students will identify points of view.
 - b. Students will compare/contrast people, events, and documents.
 - c. Students will express facts and opinions orally and in writing.

B. *Materials*

1. *Amazing African American History*, Patrick, pp. 131-137, p.140, and pp. 146-147.
2. *The Civil Rights Movement*, Dunn pp. 100-108.
3. *The Importance of Martin Luther King Jr.*, pp. Wukovits, pp. 83 and 84.
4. Students content journals

C. *Key Vocabulary*

1. Black Power – a movement among some blacks in the 1960s that rejected integration and stressed unity and self-dignity.
2. Militants – people during the 60s who felt that non-violence was not the way to achieve civil rights.
3. Black Panthers – a self-defense group during the 60s who fought against police brutality.
4. Affirmative action – steps that were taken to increase the representation of women and minorities especially in jobs.

D. *Procedures/Activities*

1. Discuss with students their approaches to conflicts. List on the board. Group as violent and non-violent. Discuss the pros and cons of each.
2. Read to students, Patrick, pp. 131-132. Discuss how and why blacks begin to rebel against white authority. Use the other listed resources for this lesson to give students added information.
3. Students will read Patrick, pp. 133-137 and pp.140, 146 and 147 on affirmative action. Have students debate their opinions of affirmative action.
4. In journal have students write a short essay on rather they would have followed the non-violent or the militant movement during the 60s. Give reasons and complete explanations.
5. Add events and new laws to the timeline.

E. *Assessment/Evaluation*

1. Teachers will evaluate students' oral and written responses.

2. Teachers will examine students' points of view – writing samples.

Lesson Thirteen: Two Assassinations That Shocked the World

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand segregation and the approaches taken to desegregate.
 - b. Students will learn about the major events and people involved in the civil rights movement.
 - c. Students will learn about the legislature and government programs that aided in eliminating segregation.
2. Content Objective
 - a. The assassinations of Martin Luther King, Jr., and Robert F. Kennedy.
3. Skill Objectives
 - a. Student will interpret information and make inferences.
 - b. Students will analyze information and draw conclusions.
 - c. Students will compare/contrast people, events, and documents.
 - d. Students will express facts and opinions orally and in writing.

B. Materials

1. *History Of US*, Hakim pp. 155-158 and pp. 159-162.
2. *The Civil Rights Movement*, Dunn, pp. 87-88, and pp. 112-115.
3. Paper and holders for a banner.
4. Student content journals.
5. Poster board for tombstones.
6. Recording, "Lift Every Voice and Sing".

C. Key Vocabulary

1. Assassination – the act of murdering by surprise.
2. Premonition – a warning.
3. Legacy – something handed down from a previous generation

D. Procedures/Activities

1. Ask students what they know about President Kennedy's assassination. Discuss Dr. King's premonition about his own death. Refer to Dunn pp. 87-88.
2. Read pp. 155-158 to the students. Have them inform Dr. King of what changes he would have observed in the 2nd half of the 20th century in their journals. Discuss. Review what's on Dr. King's tombstone.
3. Students read Hakim pp. 159-162 and Dunn pp. 112-115. Discuss what saying they might put on a tombstone for Robert Kennedy. Use poster board to create a tombstone in each group.
4. Create banners representing the legacy of the civil rights movement on one side. On the other side represent things that still need improvement.
5. Add new events to the timeline.
6. End the unit by playing "Lift Every Voice and Sing."

E. Assessment/Evaluation

1. Teachers will evaluate student inferences about John Kennedy.
2. Teachers will evaluate student journal responses, the tombstones, and the banners.

VI. CULMINATING ACTIVITY

A. The Civil Rights "Share the Knowledge" Day

1. At the beginning of the unit have students choose a topic to research from Appendix I. Each topic relates to one of the 13, lessons in the unit.

2. Students should use numerous resources. Other guidelines can be added.
 3. Students will have almost 3 weeks to finish the research. They can develop a unique way to present their project on a designated day.
 4. Their final product and oral presentation can be used for assessment.
- B. Viewing the 6 episodes of *Eyes On the Prize* by PBS will pull the civil rights movement together for the students.

VII. HANDOUTS/WORKSHEETS

Appendices A-I

VIII. BIBLIOGRAPHY

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“Separate But Equal In Unconstitutional Under the Law”
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Appendix A
(Lesson 2)

Jim Crow laws in the South restricted blacks from using the same facilities as whites. Create strips like the example using the following lists.

Water Fountains	
Whites Only	Colored
1. schools	18. wards in hospitals
2. restrooms	19. funeral parlors
3. sections on trains	20. neighborhoods
4. restaurants	21. blood banks
5. libraries	22. sections in theaters
6. parks	23. seats on buses and trains
7. amusement parks	24. waiting rooms
8. hotels	25. regiments in the armed forces
9. cemeteries	26. bibles-courtroom
10. laundries	27. lunch counters
11. doctor’s office	28. windows to pick up wages
12. telephone booths	29. social events
13. churches	30. fire and police department
14. barber shops	31. sports leagues
15. beaches	32. housing
16. elevators	33. swimming pools
17. factory entrances	34. department stores

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Appendix B
(Lesson 2)

Fill in the information for either Jackie Robinson, Adam Clayton Powell or President Truman.

1. Name _____

2. Job _____

3. Personal Accomplishments:

4. What did they do to fight segregation?

5. Obstacles or setbacks:

6. State one of their quotes.

7. What impact did their bravery have on others?

8. Include significant dates and events.

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Appendix C
(Lesson 3)

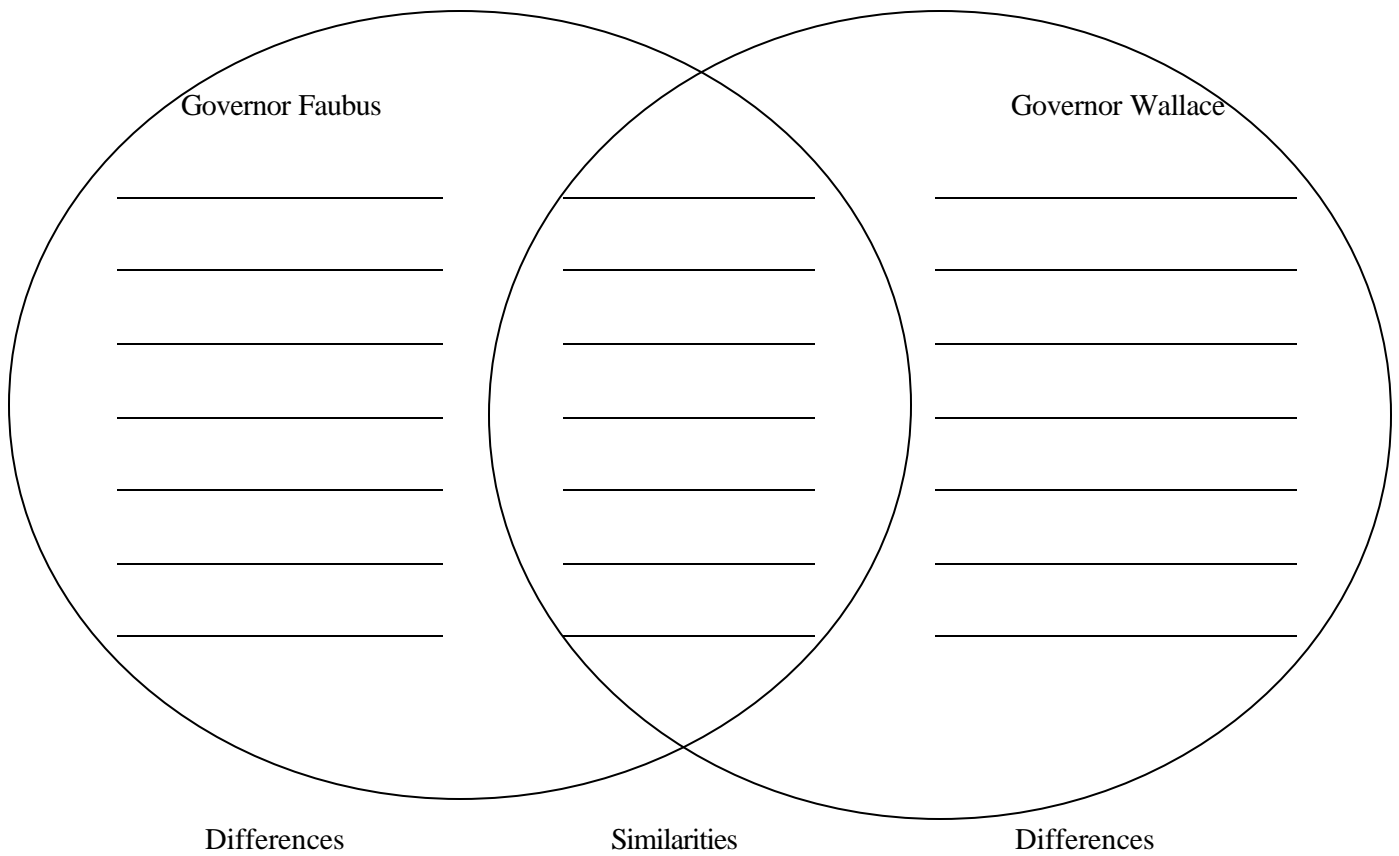
Give reasons why segregation is not good for blacks or whites.

BLACKS		WHITES
	Segregation is s Detriment to Blacks and Whites	

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Appendix D
(Lesson 5)

Complete the diagram to show comparisons and contrasts in the attempts to integrate two schools in the South.



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Appendix E
(Lesson 7)

Voters in the South often had to pass literacy test in order to vote. Try to successfully answer the questions that were on some of the tests. Think of a new one.

1. How many bubbles are in a bar of Ivory soap?

2. How high is up?

3. How many angels can dance on the head of a pin?

4. How long is forever?

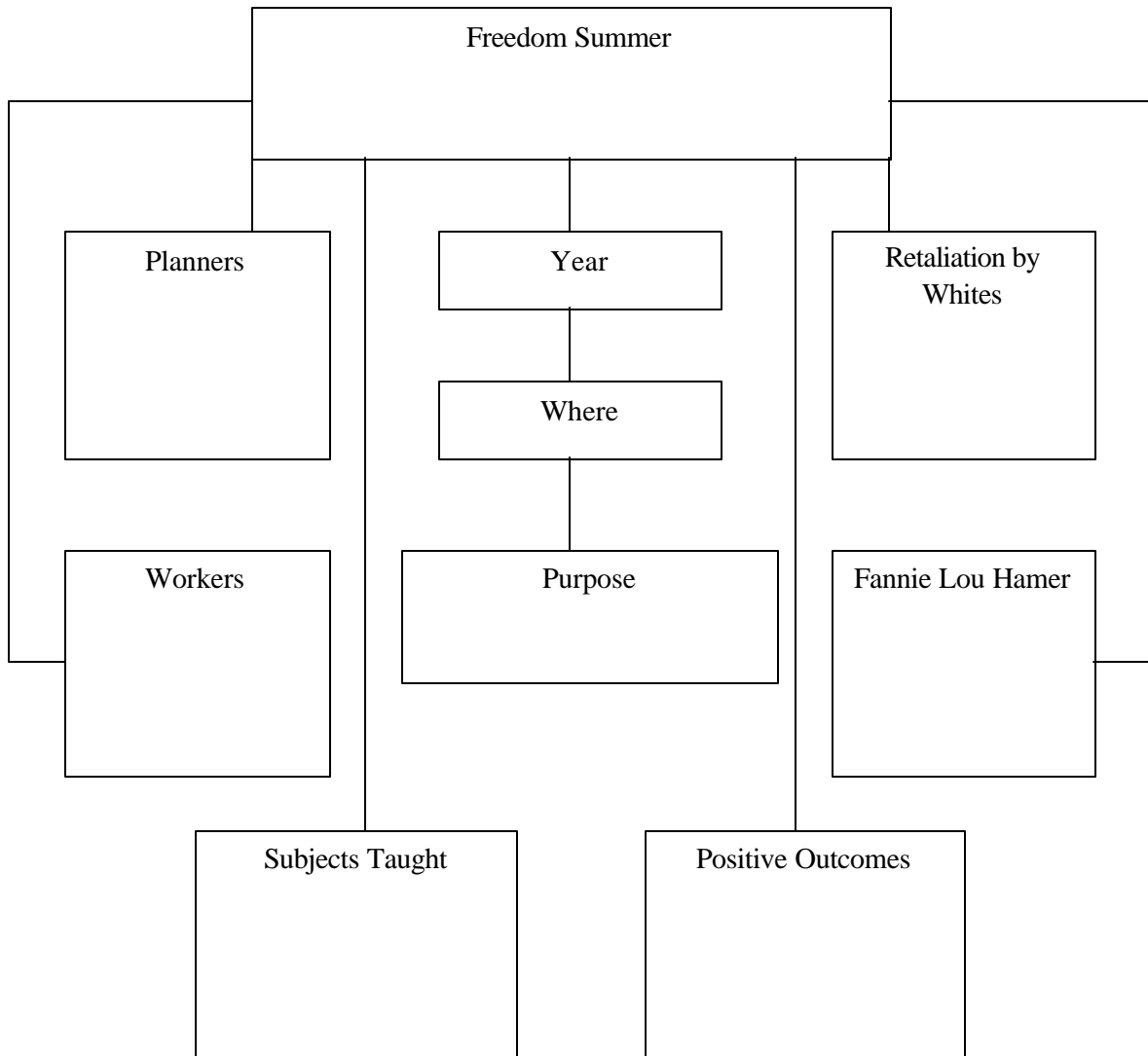
5. How far is far?

6.

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Appendix F
(Lesson 7)

Supply the correct information about Freedom Summer.



Critical thinking – Why do you think Freedom Summer was an uplifting time for blacks in Mississippi?

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Appendix G
(Lesson 8)

Respond to the following questions about jail? Fully explain.

1. How do you feel about jail?
2. What negative comments have you heard about jail?
3. Do you think jail should be the sentence for all crimes?
4. Should children be sentenced to jail?
5. Would you go to jail for a cause?

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Appendix H
(Lesson 10)

Selma to Montgomery March

Directions: The lists below are representative of some of the facts about the march. Pretend that you were a part of that historic event. Write a short story, an epic, a song or any other literary form to express your experiences. The march started on March 7th. It was delayed because of violence and resumed again. *Purpose – to demand voting rights.

54-mile march	Businessmen	Campsites
Folk singers	Rabbi Heschel	Singing
Beginning-march 7, 1965 (group attacked)	“We Shall Overcome”	Freedom songs
Man, women, children	Tents	5 days from Selma to Montgomery
Night sticks	Praying	Cameramen
Tear gas canisters	Worry	Bull whips
Dr. Abernathy	Sleepless nights	Bloody Sunday
Edmund Pettis Bridge	March begins again on March 17 th	Delay
School teachers	Nuns	1,800 national guardsmen
Actor/actresses	Maids	2000 army troops
Bedroll & satchels	Miners	Martin Luther King
Doctors & lawyers	Nurses	Coretta King
Rich/poor	Blacks/whites	Swelling Crowd-3,000- 10,000-25,000
Governor Wallace	Harry Belafonte	Rosa Parks final destination
Ralph Bunche	Policemen on mounted horses	
Laborers	Reporters	

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Appendix I

Culminating Activities

Choose one of the following to research using different resources. Think of a unique way to present the information on The Civil Rights-Share the Knowledge Day.

1. Research the life of Justice John Marshall Harlan and how his views changed about blacks. (Lesson 1)
2. Find out about the Negro Baseball Leagues and one of the great black baseball players during that time. (Lesson 2)
3. Demonstrate the method that black psychologist Kenneth B. Clark used to supply knowledge about the effects segregation had on children. (Lesson 3)
4. Read the book, *Through My Eyes* by Ruby Bridges. What is a hero? Why would Ruby’s parents and her teacher, Mrs. Henry, be her heroes? (Lesson 3)
5. Interpret the following quote by Thurgood Marshall, “The True Miracle of the Constitution Was Not It’s Birth But It’s Life.” How did he spend his life upholding that belief? (Lesson 3)
6. Research the Highlanders Folk School in Tennessee and find out how Rosa Park’s training there enabled her to stand up for her rights. (Lesson 4)
7. Dress as Mahatma Gandhi or Henry David Thoreau and discuss their beliefs about passive resistance and civil disobedience. (Lesson 4)
8. Research the strategy of busing that was used to achieve racial balance in 1971. Argue for or against it. (Lesson 4)
9. Choose one of the following presidents and research their presidency. Write about their civil rights beliefs and what civil rights laws were passed during their terms. Woodrow Wilson, Ronald Reagan, Franklin Roosevelt, or George Bush. (Lesson 5)
10. Research the Freedom Singers from Albany, GA and songs that protesters sang during the civil rights movement. (Lesson 6)
11. Design a diagram that represents the march from Selma to Montgomery using a map scale. Show places: the Route 80 highway and the Edmund Peltus Bridge. (Lesson 6)
12. Create 2 sets of novels on diversity that kids could read during a modern Freedom Summer. (K-5 and 6-8) Read and share. (Lesson 7)
13. Students during Freedom Summer learned black history. Who should students know about and why? (Lesson 7) Prepare a display.
14. Read and critique all of Dr. King’s letters from a Birmingham Jail. Present new information in a monologue. (Lesson 8)
15. Langston Hughes wrote many poems about the black experiences. Collect several and have a poetry reading. (Lesson 9)
16. Perform Martin Luther King’s “I Have A Dream” speech. (Lesson 9)
17. Organize a nonviolent march creating awareness of a problem in society now. Create protest signs and flyers. (Lesson 9)
18. Fannie Lou Hamer suffered severe beatings because she tried to vote. Create a time line of her life. (Lesson 10)
19. Research President Clinton’s civil rights records since he’s been in office for 8 years. (Lesson 11)
20. Find out about Angela Davis and her association with the Black Panther Party. (Lesson 12)

21. Create a survey about whether people are in favor of affirmative action. Graph the results. (Lesson 12)
22. Research how the civil rights movement influenced other groups to fight for their rights. Choose one to fully develop: Native Americans, Women, The Disabled, Latinos and Cesar Chavez or Children's Rights.
23. Interview someone who lived during the civil rights movement. Prepare interview questions.
24. Research any of the many people who were a part of the civil rights movement. Example – Asa Phillip Randolph, Julian Bond, Ella Baker or Septima Poinsette Clark.
25. Research the life of James Earl Ray or Sirhan Sirhan the assassins of Dr. King and Robert Kennedy. (Lesson 13)