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A Document Based Question on the Civil Rights Movement

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Document Based Question:

Why did the Civil Rights movement form, and how did it work towards its objectives?



Table of Contents

Unit overview and Suggested Pacing Guide..... 3

Week 1: Introduction to the Civil Rights Movement

Document Based Question Introduction..... 4-17

- “I Have a Dream” Speech
- Handout on Document Based Questions
- Document Based Question for Civil Rights Movement Essay Guide
- Eleven Primary Sources to Connect to DBQ

Introducing the Movement..... 18- 36

- Activist Matrix Gallery Walk
- NAACP and Anti-Lynching Campaign Handouts
- Harlem Renaissance Resources

Week 2: The Movement Gains Momentum

The Great Depression and World War II.....37

The Civil Rights Movement.....38- 53

- What are Civil Rights? Activity
- Civil Rights Movement in the 1950s and 1960s Lecture
- March on Washington Activity Handouts

Week 3: The End and Legacy of the Movement

The Movement Continues.....53-62

- Birmingham Jail Handout
- Bloody Sunday and the Right to Vote Activity
- Thesis Handout

End of the Movement.....63-69

- 1970s and Beyond Lecture
- Legacy of the Movement Final Activity

Week 4: Review and DBQ Essay Exam

Preparation and Wrap up of the DBQ.....70-76

- Review Outline of Exam
- So What? Lesson on Youth Participation in Social Justice

Unit Overview and Suggested Pacing Guide

9th-12th grade

50-minute class periods

<u>Day 1</u> Intro Activity to Civil Rights Movement Intro lesson on Document Based Questions	<u>Day 2</u> Civil Rights Activists Matrix	<u>Day 3</u> NAACP and the Anti-lynching Campaign Part 1	<u>Day 4</u> NAACP and the Anti-Lynching Campaign Part 2	<u>Day 5</u> Harlem Renaissance
<u>Day 6</u> The Great Depression and WWII	<u>Day 7</u> What are Civil Rights? Activity	<u>Day 8</u> Civil Rights in the 1950s and 1960s	<u>Day 9</u> 1963 March on Washington	<u>Day 10</u> March on Washington Editorial Activity
<u>Day 11</u> Birmingham Jail	<u>Day 12</u> Bloody Sunday and the Right to Vote	<u>Day 13</u> Thesis Workshop	<u>Day 14</u> 1970s and Beyond	<u>Day 15</u> Legacy of the Movement
<u>Day 16</u> Review Day: Making Essay Outlines	<u>Day 17</u> Review Day	<u>Day 18</u> DBQ TEST DAY	<u>Day 19</u> DBQ TEST DAY	<u>Day 20</u> Youth at the Forefront

Access to Google Slides Presentation Here:

https://docs.google.com/presentation/d/1xKAdjIkiW_TYpt2TcOts1nenkbgRTpjXQM4avJ151w0/edit?usp=sharing

Access to Montana State Standards for Social Studies: [MONTANA CONTENT STANDARDS FOR SOCIAL STUDIES FOR K-12 \(mt.gov\)](#)

“Introduction to the Civil Rights Movement and a Document Based Question” Lesson

Objective:

I will be able to identify the components of a Document Based Question...

Success Criteria:

So that I will be able to write an essay using the DBQ format.

Steps:

1. Write down the words “civil rights”, “movement”, “protest”, “social justice”, and “amendments” on a whiteboard or post-it poster. Spread the words out so that five different groups will be able to be at one word that is written down.
2. Divide the class into five groups. Each group will find a word that is written on the board. Give each group an expo marker, making sure each group has a different color.
3. Give the groups five minutes to write down definitions and ideas related to the word or phrase on the board. Give them the ability to draw images if they choose to do that.
 - a. Example: Students may write down “social freedom” or “social equality” if they are at the station with “civil rights”
4. After five minutes, have the students rotate counterclockwise to the next word. The students will read what the previous group wrote or drew. They will have five minutes to add to what the previous group wrote or discuss what was written.
5. Repeat step 4 until all groups have done a full rotation and been at all vocabulary words.
6. Tell the students to go back to their desks and have a class discussion about what they wrote and the meaning of the words.
7. Introduce the unit “The Civil Rights Movement” that they will be learning the next 4 weeks by reading an excerpt Martin Luther King Jr.’s “I have a Dream Speech”.
8. Next, introduce the Document Based Question that will serve as a summative assessment for the unit.
 - a. Either post the handouts provided on Google Classroom or print them out and hand them to the students. The handouts are on the following pages.
9. Explain how the DBQ exam will be conducted and show the packet of sources the students will have to connect in their essays.
10. Finish the class period by watching this video on historical thinking. Answer any questions the students have about the DBQ or unit.

- a. You can find the link to the video here, or posted on the Google Slides Lecture Presentation
- b. <https://vimeo.com/117514090>

“I Have a Dream” Speech by the Rev. Martin Luther King Jr. at the “March on Washington,” 1963 (abridged)

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago a great American in whose symbolic shadow we stand today signed the Emancipation Proclamation. This momentous decree is a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity. But 100 years later the Negro still is not free.

One hundred years later the life of the Negro is still badly crippled by the manacles of segregation and the chains of discrimination. One hundred years later the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later the Negro is still languished in the corners of American society and finds himself in exile in his own land. So we’ve come here today to dramatize a shameful condition.

In a sense we’ve come to our nation’s capital to cash a check. When the architects of our Republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men—yes, black men as well as white men—would be guaranteed the unalienable rights of life, liberty and the pursuit of happiness. . . .

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protests to degenerate into physical violence. . . . must not lead us to distrust all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. . . .

We cannot walk alone. And as we walk we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, “When will you be satisfied?” We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality.

We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities.

We cannot be satisfied as long as the Negro’s basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their adulthood and robbed of their dignity by signs stating “For Whites Only.”

We cannot be satisfied as long as the Negro in Mississippi cannot vote and the Negro in New York believes he has nothing for which to vote.

No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

...

I say to you today, my friends, though, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up, live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream . . . I have a dream that one day in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today . . .

This will be the day when all of God's children will be able to sing with new meaning. "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountain side, let freedom ring." And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania. Let freedom ring from the snowcapped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California.

But not only that. Let freedom ring from Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee. Let freedom ring from every hill and molehill of Mississippi, from every mountain side. Let freedom ring

When we allow freedom to ring—when we let it ring from every city and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last, Free at last, Great God a-mighty, We are free at last."

Document Based Question Rubric

***This unit is designed for regular high school history courses. If using this DBQ packet for honors or AP classes, follow the AP Central Rubric. Link is posted below.**

	4 Distinguished	3 Proficient	2 Basic	1 Unsatisfactory
Documents	There are more than six documents connected in the essay, refers to each of the documents and has concise in text citations	There are at least six documents connected in the essay, refers to documents with in text citations.	There are four to five documents connected in the essay. Refers to some documents, but lacks the ability to cite in the text or cites incorrectly.	There are three or less documents connected in the essay. Cannot correctly refer to documents in the text.
Format	Five paragraphs are written, including an introduction, three body paragraphs, and a conclusion. The thesis statement is in the form of a declarative sentence that states clearly and concisely states the main point that the author is	Five paragraphs are written, including an introduction, three body paragraphs, and a conclusion. The thesis statement is in the form of a declarative sentence and makes a point, but is a bit too broad Establishes the	Three to four paragraphs are written; missing a body or concluding paragraph. The thesis statement is in the form of a declarative sentence, but is vague and does not make a concrete point Contains an unfocused topic that lacks clear	One to two paragraphs are written; missing substantial information in body paragraphs. The thesis statement is not in a declarative sentence Thesis statement inadequately identifies a topic or fails to establish the

	trying to make Establishes focus that clearly directs the body of the essay	topic or stance that adequately directs the body of the essay	direction for the body of the essay	direction of the essay
Grammar and Mechanics	One to two grammatical errors. Has concise topic sentences and correctly identifies paragraphs. Essay has active voice throughout.	A few grammatical errors. Has topic sentences that introduce the paragraph, but can be vague at times or lack effective diction. Correctly identifies paragraphs.	Grammatical errors make the paragraph difficult to read or take away from the argument. Topic sentences are missing for one or more paragraphs. Topic sentences are confusing or unrelated to paragraph topic.	Numerous grammatical errors. Informal and passive voice throughout the essay.

AP Central Rubric (p. 532): [AP United States History Course and Exam Description, Effective Fall 2023 \(collegeboard.org\)](https://collegeboard.org/apcentral)

Historical Thinking Skills for the DBQ:

To implement this DBQ activity, students will have to utilize several historical thinking skills. The goal is to get students to write like historians.

1. Causation:

Thinking about causation involves the ability to identify, analyze, and evaluate relationships among many historical events as both causes and effects. Historians often try to distinguish between immediate, proximate, and long term-causes and effects. Some events and conditions may have some correlation without proof of a direct causal relation while others are only coincidental or without a relationship.

2. Patterns of Continuity and Change Over Time:

Thinking about continuity and change over time involves the ability to recognize, analyze, and evaluate the dynamics of history over periods of time of varying lengths. It often involves discovering patterns. The study of themes in history is often the tool of choice to understand change over time.

3. Periodization: Periodization involves the ability to analyze and organize history into blocks of time or periods. Historical periods are frequently identified as starting or ending with significant turning points, such as the start or end of a war. However, while historians recognize periodization as a handy tool in the organization of history in meaningful ways, the choice of specific dates depends on what the historian considers most significant, such as some political, economic, social, or cultural theme. Historical thinking involves not only being aware of how a historian's point of view will shape choices about periodization but how periodization can change a historical narrative from political to an economic or foreign affairs perspective.

4. Contextualization: Thinking about contextualization involves the skill to see how a specific event or development fits into the context of larger and broader historical developments, often on the national or global level. For example, American historians have tried to understand the anti-slavery movement in the US in the context of 19th-century efforts by nations in Europe

5. Historical Argumentation: Argumentation involves the ability to analyze a question and to address that question through the construction of a plausible and persuasive argument. Historical argumentation requires a focused and analytical thesis, supported by relevant historical evidence. The skill also involves the ability to evaluate the arguments and supporting evidence used by others.

6. Appropriate Use of Relevant Historical Evidence: Use of evidence involves the ability to evaluate evidence from diverse sources, written primary and secondary sources, art and

illustrations, artifacts, maps, and statistical data. Students need to be able to analyze evidence in terms of content but also (1) author's point of view, (2) intended audience of document, (3) purpose of document, and (4) historical context. This skill also involves the ability to make inferences and draw conclusions, while recognizing the limitations or errors in the source.

7. Interpretation: Historical interpretation involves the ability to describe, analyze, and evaluate diverse interpretations of historical sources, and the skill to construct one's own interpretation. This thinking skill also involves understanding how particular circumstances and perspectives shape historians' interpretations. The skill challenges people to avoid interpreting the past in terms of the present and to recognize the tentative nature of many judgments about the past.

8. Synthesis: Historical synthesis involves applying all of the other historical thinking skills, as well as drawing and fusing knowledge and methods from diverse sources and disciplines to develop a persuasive understanding of the past. Synthesis also involves working to combine diverse and contradictory evidence to avoid a one-sided or narrow interpretation of the past.

Source: www.mtsd.k12.nj.us/cms/lib5/NJ01000127/.../Historical%20Thinking%20Skills.docx

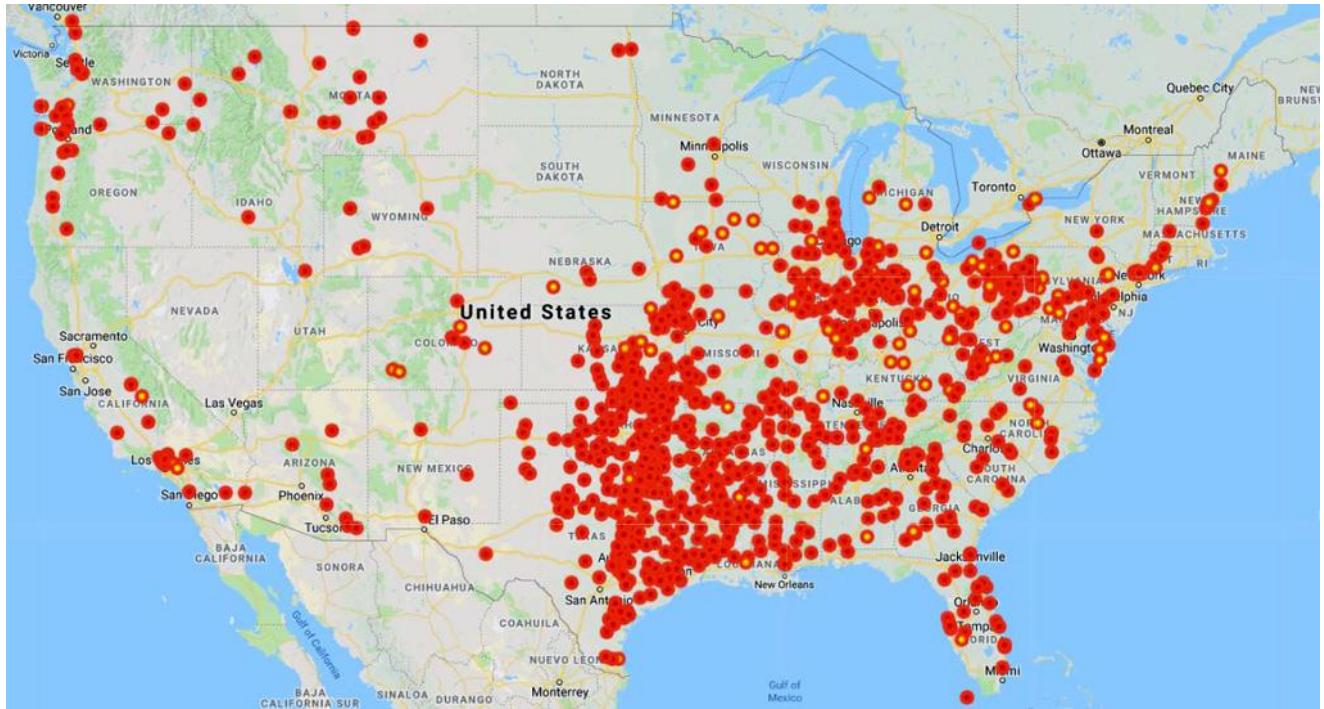
Documents for DBQ

Document A

“...I have traveled in this free country for twenty hours without anything to eat; not because I had no money to pay for it, but because I was colored. Other passengers of a lighter hue had breakfast, dinner and supper. In traveling we are thrown in "jim crow" cars, denied the privilege of buying a berth in the sleeping coach. This monster caste stands at the doors of the theatres and skating rinks, locks the doors of the pews in our fashionable churches, closes the mouths of some of the ministers in their pulpits which prevents the man of color from breaking the bread of life to his fellowmen.”

Pamphlet Excerpt from "The Black Laws" by Bishop B. W. Arnett. Published March 10th, 1886.

Document B



Map documented Ku Klux Klan Klaverns, 1925. Courtesy Virginia Commonwealth University

Document C

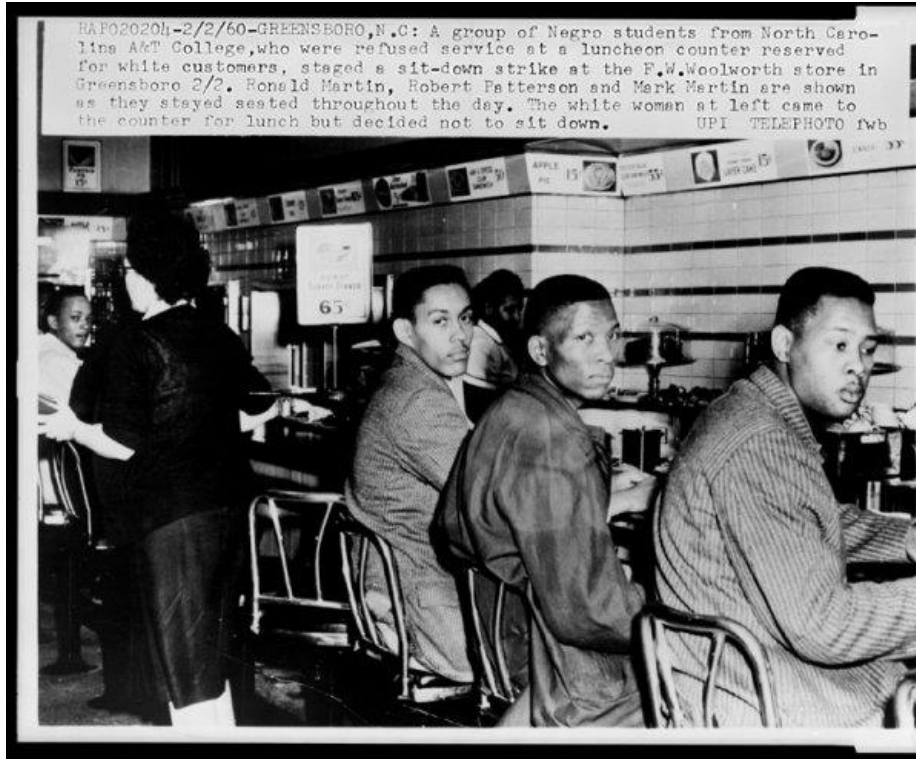
The celebration of the centennial of the birth of Abraham Lincoln widespread and grateful as it may be, will fail to justify itself if it takes no notes of and makes no recognitions of the colored men and women to whom the great emancipator labored to assure freedom. Besides a day of rejoicing, Lincoln's birthday in 1909 should be one of taking stock of the nation's progress since 1865. How far has it lived up to the obligations imposed upon it by the Emancipation Proclamation? How far has it gone in assuring to each and every citizen, irrespective of color, the equality of opportunity and equality before the law, which underlie our American institutions and are guaranteed by the Constitution?

If Mr. Lincoln could revisit this country in the flesh he would be disheartened and discouraged. He would learn that on January 1st, 1909, Georgia had rounded out a new confederacy by disfranchising the negro after the manner of all the other Southern states. He would learn that the Supreme Court of the United States, supposedly a bulwark of American liberation, had dodged every opportunity to pass squarely upon this disfranchisement of millions, by laws avowedly discriminatory and openly enforced in such manner that the white men may vote and black men

be without a vote in their government; he would rediscover, therefore, that taxation without representation is the lot of millions of wealth-producing American citizens...

Committee on the Negro "Call" for a National Conference, February 1909. Typescript. Ray Stannard Baker

Document D



Lunch Counter Sit-in, Greensboro, North Carolina, 1960.

Document E

There is another thing about this philosophy, this method of nonviolence which is followed by the student movement. It says that those who adhere to or follow this philosophy must follow a consistent principle of noninjury. They must consistently refuse to inflict injury upon another. Sometimes you will read the literature of the student movement, and see that, as they are getting ready for the sit-in or stand-in, they will read something like this, "If you are hit do not hit back, if you are cursed do not curse back." This is the whole idea, that the individual who is engaged in a nonviolent struggle must never inflict injury upon another. Now this has an external aspect and it has an internal one. From the external point of view it means that the individuals involved must avoid external physical violence. So they don't have guns, they don't retaliate with physical violence. If they are hit in the process, they avoid external physical violence at every point. But it also means that they avoid internal violence of spirit. This is why the love ethic stands so high in the student movement. We have a great deal of talk about love and nonviolence in this whole thrust...

I'm very happy that he didn't say like your enemies, because it is very difficult to like someone bombing your home; it is pretty difficult to like somebody threatening your children; it is difficult to like congressmen who spend all of their time trying to defeat civil rights. But Jesus says love them, and love is greater than like. Love is understanding, redemptive, creative, goodwill for all men. And it is this whole ethic of love which is the idea standing at the basis of the student movement.

Abridged transcript of a speech given by Martin Luther King, Jr. to the Fellowship of the Concerned, November 16, 1961, on the subject of the "student movement" - a nonviolent movement to try to bring about racial equality in the South.

Document F

At the May 1962 board meeting of SCLC at Chattanooga, we decided to give serious consideration to joining Shuttlesworth and the ACHR in a massive direct action campaign to attack segregation in Birmingham. Along with Shuttlesworth, we believed that while a campaign in Birmingham would surely be the toughest fight of our civil rights careers, it could, if successful, break the back of segregation all over the nation. A victory there might well set forces in motion to change the entire course of the drive for freedom and justice. Because we were convinced of the significance of the job to be done in Birmingham, we decided that the most thorough planning and prayerful preparation must go into the effort. We began to prepare a top secret file which we called "Project C"-the "C" for Birmingham's *Confrontation* with the fight for justice and morality in race relations.

I At the May 1962 board meeting of SCLC at Chattanooga, we decided to give serious consideration to joining Shuttlesworth and the ACHR in a massive direct action campaign to attack segregation in Birmingham. Along with Shuttlesworth, we believed that while a campaign in Birmingham would surely be the toughest fight of our civil rights careers, it could, if successful, break the back of segregation all over the nation. A victory there might well set forces in motion to change the entire course of the drive for freedom and justice. Because we were convinced of the significance of the job to be done in Birmingham, we decided that the most thorough planning and prayerful preparation must go into the effort. We began to prepare a top secret file which we called "Project C"-the "C" for Birmingham's *Confrontation* with the fight for justice and morality in race relations.

In preparation for our campaign, I called a three-day retreat and planning session with SCLC staff and board members at our training center near Savannah, Georgia. Here we sought to perfect a timetable and discuss every possible eventuality. In analyzing our campaign in Albany, Georgia, we decided that one of the principal mistakes we had made there was to scatter our efforts too widely. We had been so involved in attacking segregation in general that we had failed to direct our protest effectively to any one main facet. We concluded that in hard-core communities, a more effective battle could be waged if it was concentrated against one aspect of the evil and intricate system of segregation. We decided, therefore, to center the Birmingham struggle on the business community, for we knew that the Negro population had sufficient buying power so that its withdrawal could In analyzing our campaign in Albany, Georgia, we decided that one of the principal mistakes we had made there was to scatter our efforts too widely. We had been so involved in attacking segregation in general that we had failed to direct our protest effectively to any one main facet. We concluded that in hard-core communities, a more effective battle could be waged if it was concentrated against one aspect of the evil and intricate system of segregation. We decided, therefore, to center the Birmingham struggle on the business community, for we knew that the Negro population had sufficient buying power so that its withdrawal could make the difference between profit and loss for many businesses.

Excerpt from the book: An Autobiography of Martin Luther King, Jr., Chapter 18: "The Birmingham Campaign". Edited by Clayborne Carson, 2001.

Document G:

As the "last hired and first fired", African Americans were hit hardest by the Depression. Half of the families in Harlem received public assistance during the 1930s. But many New Deal programs were wither administered in an extremely discriminatory manner or, like Social Security, excluded most blacks from benefits at the insistence of white supremacist southern representatives who controlled key committees in Congress.

During the 1930s, W.E.B. Du Bois abandoned his earlier goal of racial integration as unrealistic for the foreseeable future. He now concluded that blacks must recognize themselves as "a nation within a nation." He called on blacks to organize for economic survival by building an independent, cooperative economy within their segregated communities, and gain control of their

own separate schools. Du Bois's shifting position illustrated how the Depression had propelled economic survival to the top of the black agenda and how, despite the social changes of the 1930s, the goal of racial integration remained as remote as ever.

Analysis of W.E.B. Du Bois's A Negro Nation Within a Nation. The analysis was written by the author Eric Foner, 2004.

Document H:

.... Anyone who comes down here and is not afraid I think must be crazy as well as dangerous to this project where security is quite important. But the type of fear that they mean when they, when we, sing "we are not afraid" is the type that immobilizes.... The songs help to dissipate the fear. Some of the words in the songs do not hold real meaning on their own...but when they are sung in unison, or sung silently by oneself, they take on new meaning beyond words or rhythm.... There is almost a religious quality about some of the songs, having little to do with the usual concept of a god. It has to do with the miracle that youth has organized to fight hatred and ignorance.... Jon, please be considerate to Mom and Dad. The fear I just expressed, I am sure they feel much more intensely without the relief of being here to know exactly how things are. Please don't go defending me or attacking them if they are critical of the Project....

A letter written by a Northern Freedom Summer Volunteer to her brother.

Document I:

1. Aims and Purposes :

(A) Moral and Spiritual

To demonstrate in action the spiritual quality and basis of the Negro's struggle for freedom and equality.

2. To emphasize that the Negro's struggle for democracy is a boon to the nation, its moral growth and the purity of its social and political institutions.

3. To call upon Negroes to adhere to non-violence in their struggle

(B) Organizational

1. To demonstrate that the masses of Negroes and thousands of white people of good will support the aim as methods, and objectives of the NAACP.

2. To clearly reveal that there is unity and determination among Negro leadership north and south to destroy segregation. The unity of leadership and organizations will demonstrate both the power and strength of these combined groups and the commitment of its leadership that its unity must be safeguarded from all forms of attack.

3. To use the occasion as a campaign for every Negro and white -person participating to join the NAACP.

4. To fulfill the strong desire of membership that a significant action be undertaken at this time.

(C) Political

1. To call for the maintenance of law and order and the protection of the persons and property of Negroes who assert their constitutional and human rights.

2. To urge the passage of civil rights bills now pending in the Congress.

3. To protest the harassment, curtailment and outlawry of the NAACP in the south,

4. To point out to Negroes the importance of registering and voting; to the nation, the terror and subterfuge used to deprive Negroes of the right to Vote; and to Congress and the Executive, the need for federal action to secure for Negroes the franchise.

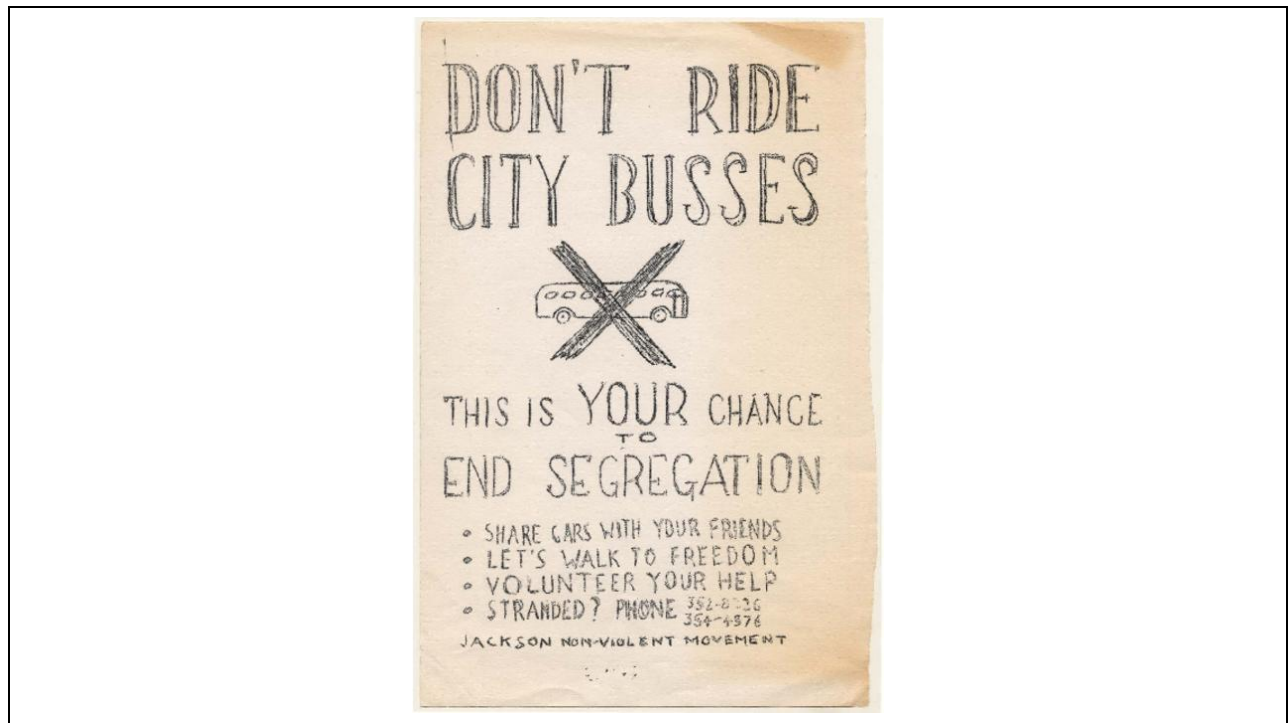
Remarks from A. Philip Randolph in "Aims and Purposes of the Prayer Pilgrimage", 1957.

Document J

Black Natchez (1967) charts early attempts to organize and register Black voters and the formation of a self-defense group in the Black community. In 1965, filmmaker Ed Pincus and David Newman spent ten weeks in Natchez, Mississippi, filming the lives of ordinary people with unedited coverage of public and private civil rights organizational meetings, street demonstrations, and contests of power between young militants and the old guard, as well as secret meetings of African American self-defense organizations and interaction among the Black

community. During this period, George Metcalfe, the recently elected president of the local branch of the NAACP, was bombed in his car leaving his job at the Armstrong Tire Plant. In the week that followed, the African American community, along with local and national civil rights activists, gathered to address the problem. Pincus captured the fallout and general public sentiment following the event. The film is a genuine, often candid, portrayal of a community in a time of turmoil. At times, Pincus and his partner Neuman, turn the camera on an individual and interview him. Interviewees range from prominent civil rights leaders, including Charles Evers, to more representative residents, and they are asked to express their thoughts and feelings about racial tensions and violence in the city. The film also chronicles the tensions between the NAACP and the Mississippi Freedom Democratic Party, both of which were operating in Natchez.

Document K



Flyer produced to encourage a boycott of city buses in Jackson, Mississippi, 1960s.

“Civil Rights Activist Matrix” Lesson

Objective:

I will be able to identify seven civil rights activists and their contribution to the Civil Rights Movement...

Success Criteria:

So that I can understand the main ideas of the Civil Rights Movement and what it was about.

Steps:

1. Set up six stations at different tables in the classroom. Place one activist identification at each station. You can find the activist identification station sheet in the following pages.
2. Have students get into groups of three or four and sit at one of the stations.
3. Review the “Matrix” worksheet with the class.
4. Give students eight minutes to analyze the activist identification poster and fill out the matrix worksheet for the correct station.

Civil Rights Activists Matrix

Use the gallery of Civil Rights Activists to complete the chart

<i>Activists</i>	
Who: When: Where:	Main Contributions: 1. 2. 3. Significance:
Who: What: Where:	Main Contributions: 1. 2. 3. Significance:
Who: What: Where:	Main Contributions: 1. 2. 3. Significance:

Who: What: Where:	Main Contributions: 1. 2. 3. Significance:
Who: What: Where:	Main Contributions: 1. 2. 3. Significance:
Who: What: Where:	Main Contributions: 1. 2. 3. Significance:

GALLERY WALK

Civil Rights Activists



Ida B. Wells



- Wells became a part owner of the *Free Speech*, a Memphis newspaper. According to Michelle Duster's book, *Ida B. the Queen*
- Wells published *Southern Horrors*, the first of many pamphlets she would write about her investigations into lynching in the United States
- From 1898 to 1902, Wells served as secretary of the National Afro-American Council. In 1909, she participated in the meeting of the Niagara Movement and the founding of the National Association for the Advancement of Colored People (NAACP) that sprang from it.

Quotes:

“Our country’s national crime is lynching. It is not the creature of an hour, the sudden outburst of uncontrolled fury, or the unspeakable brutality of an insane mob.” (1900)

W.E.B. Du Bois



- Du Bois published his work *The Souls of Black Folk* in 1903. In this collection of essays, Du Bois described the predicament of Black Americans as one of "double consciousness": "One ever feels his twoness, — an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, who dogged strength alone keeps it from being torn asunder." The term "double consciousness" has come to be widely used as a theoretical framework to apply to inequality.
- While teaching at Georgia's Atlanta University in 1910, Du Bois participated in the National Negro Congress, which led to the founding of the NAACP. He became the organization's Director of Publicity and Research and the editor of its monthly magazine, *The Crisis*.
- Du Bois founded the Niagara Movement -- a group of African American leaders committed to an active struggle for racial equality.

Quotes:

- "The slave went free; stood a brief moment in the sun; then moved back again toward slavery." (1935)

Fannie Lou Hamer



- In 1964, working with the Student Non-Violent Coordinating Committee (SNCC), Hamer helped organize the 1964 Freedom Summer African American voter registration drive in Mississippi. At the Democratic National Convention later that year, she was part of the Mississippi Freedom Democratic Party, an integrated group of activists who openly challenged the legality of Mississippi's all-white, segregated delegation.
- Fannie Lou Hamer dedicated herself to registering African Americans to vote in Mississippi, a state notorious for its systemic racial discrimination and voter suppression tactics.

Quotes:

“But this is something we going to have to learn to do and quit saying that we are free in America when I know we are not free. You are not free in Harlem. The people are not free in Chicago, because I've been there, too. They are not free in Philadelphia, because I've been there, too. And when you get it over with all the way around, some of the places is a Mississippi in disguise. And we want a change. And we hope you support us in this challenge that we'll begin on the 4th of January. And give us what support that you can.”(1964)

Bayard Rustin



- Bayard joined the Fellowship of Reconciliation (FOR) and co-founded the Congress of Racial Equality (CORE). Rustin organized campaigns and led workshops on nonviolent direct action for both organizations, serving as field secretary and then race relations director for FOR.
- Rustin was instrumental in the formation of the Southern Christian Leadership Conference (SCLC), proposing to King in December 1956 that he create a group that would unite black leaders in the South who possess “ties to masses of people so that their action projects are backed by broad participation of people”.
- In 1963 Randolph began organizing the March on Washington for Jobs and Freedom. Rustin was appointed deputy director of the march. In less than two months Rustin guided the organization of an event that would bring over 200,000 participants to the nation’s capital.

Quotes:

“If we desire a society without discrimination, then we must not discriminate against anyone in the process of building this society. If we desire a society that is democratic, then democracy must become a means as well as an end.” (1965)

James Farmer



- In 1942, Farmer organized the nation's first civil rights sit-in in Chicago.
- James Farmer co-founded the Congress of Racial Equality in 1942. The organization aimed at "erasing the color line through methods of direct nonviolent action."
- Farmer retired from CORE in 1966 and turned to government service and teaching. In 1998, the year before his death, he received the Presidential Medal of Freedom, the nation's highest civilian honor.

Quotes:

- "Advising your adversaries or the people in power just what you were going to do, when you were going to do it, and how you were going to do it, so that everything would be open and above board." (1961)

A. Philip Randolph



- In the summer of 1925, Randolph spoke to a group of porters from the Pullman Palace Car Company, a Chicago-based company that hired mainly African American men to serve white passengers aboard its luxury railroad sleeping cars. Pullman porters were generally paid far lower wages than white workers and subjected to punishing working hours and conditions. Randolph helped organize the Brotherhood of Sleeping Car Porters (BCSP), the nation's first predominantly Black labor union.
- In 1941, Randolph announced a large protest march in Washington, D.C., aimed at convincing President Franklin D. Roosevelt to end discrimination in the nation's defense industries. After Roosevelt responded by issuing Executive Order 8802, which opened war industries in World War II to Black workers and created the Fair Employment Practice Commission (FEPC), Randolph canceled the planned march. In 1948, Randolph's activism similarly helped persuade President Harry Truman to desegregate the U.S. armed forces with passage of the Universal Military Service and Training Act.
- In 1963, Randolph worked with fellow activist Bayard Rustin to spearhead the massive March on Washington held on August 28. At that event, nearly 250,000 people gathered to hear from civil rights leaders including Martin Luther King Jr., who delivered his iconic "I Have a Dream" speech from the steps of the Lincoln Memorial.

Martin Luther King, Jr.



- With other Black church leaders in the South, King founded the Southern Christian Leadership Conference (SCLC) to mount nonviolent protests against racist Jim Crow laws. Inspired by Mahatma Gandhi's model of nonviolent resistance, King believed that peaceful protest for civil rights would lead to sympathetic media coverage and public opinion.
- Working closely with NAACP, King and the SCLC turned their sights on Birmingham, Alabama in 1963, organizing sit-ins in public spaces. Again, the protests drew nationwide attention when televised footage showed Birmingham police deploying pressurized water jets and police dogs against peaceful demonstrators. The campaign was ultimately successful, forcing the infamous Birmingham police chief Bull Connor to resign and the city to desegregate public spaces.
- In 1963, King and the SCLC worked with NAACP and other civil rights groups to organize the March on Washington for Jobs and Freedom, which attracted 250,000 people to rally for the civil and economic rights of Black Americans in the nation's capital. There, King delivered his majestic 17-minute "I Have a Dream" speech.

Quotes:

- "Injustice anywhere is a threat to justice everywhere.... We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed." (1963)

“NAACP and the Anti-Lynching Campaign Part 1” Lesson

Objective:

I can identify the NAACP and the Dyer Anti-Lynching Bill...

Success Criteria:

So that I can understand the formation and objectives of the early Civil Rights Movement.

Steps:

1. Present a short lecture on the history of the Fourteenth Amendment, the evolving interpretation of the equal protection clause, and the history of the NAACP.
 - a. Use these resources to help guide you and your students.
 - i. [About | NAACP](#)
2. Each student will be assigned a document written by one of the participants in the anti-lynching campaign
 - a. Hand out the worksheet and written documents from the participants to the students. You can choose to have the students work in pairs or have them work individually but assign the same participant to multiple students.
3. Give students time to read the primary document from their assigned anti-lynching campaign participant. Have them annotate as they read.
4. Students will write a one paragraph summary of their primary document. They will share with the class their summary. Have students take notes on each of the student summary presentations.

Access to letters of anti-lynching participants:

[Folklore: Some Useful Terminology \(neh.gov\)](#)

NAACP and Anti-Lynching Legislation Historical Anti-Lynching Legislation

Student Name _____ Date _____

Dyer Anti-Lynching Bill

Text of H.R. 13, often referred to as the Dyer Anti-Lynching Bill, favorably reported out of the Senate Judiciary Committee on July 28, 1922.

An act to assure to persons within the jurisdiction of every State the equal protection of the laws, and to punish the crime of lynching.

Be it enacted, etc., That the phrase “mob or riotous assemblage,” when used in this act, shall mean an assemblage composed of three or more persons acting in concert for the purpose of depriving any person of his life without the authority of law as a punishment for or to prevent the commission of some actual or supposed public offense.

Sec. 2. That if any State or government subdivision thereof fails, neglects, or refuses to provide and maintain protection to the life of any person within its jurisdiction against a mob or riotous assemblage, such State shall by reason of such failure, neglect, or refusal be deemed to have denied to such person the equal protection of the laws of the State, and to the end that such protection as is guaranteed to the citizens of the United States by its Constitution may be secured it is provided:

Sec. 3. That any State or municipal officer charged with the duty or who possesses the power or authority as such officer to protect the life of any person that may be put to death by any mob or riotous assemblage, or who has any such person in his charge as a prisoner, who fails, neglects, or refuses to make all reasonable efforts to prevent such person from being so put to death, or any State or municipal officer charged with the duty of apprehending or prosecuting any person participating in such mob or riotous assemblage who fails, neglects, or refuses to make all reasonable efforts to perform his duty is apprehending or prosecuting to final judgment under the laws of such State all persons so participating except such, if any, as are or have been held to answer for such participation in any district court of the United States, as herein provided, shall be punished by imprisonment not

exceeding five years or by a fine of not exceeding \$5,000 or by both such fine and imprisonment.

Any State or municipal officer, acting as such officer under authority of State law, having in custody or control a prisoner, who shall conspire, combine, or confederate with any person to put such prisoner to death without authority of law as a punishment for some alleged public offense, or who shall conspire, combine, or confederate with any person to suffer such prisoner to be taken or obtained from his custody or control for the purpose of being put to death without authority of law as a punishment for an alleged public offense, shall be guilty of a felony, and those who so conspire, combine, or confederate with such officer shall likewise be guilty of a felony. On conviction the parties participating therein shall be punished by imprisonment for life or not less than five years.

Sec. 4. That the district court of the judicial district wherein a person is put to death by a mob or riotous assemblage shall have jurisdiction to try and punish, in accordance with the laws of the State where the homicide is committed, those who participate therein: Provided, That it shall be charged in the indictment that by reason of the failure, neglect, or refusal of the officers of the State charged with the duty of prosecuting such offense under the laws of the State to proceed with due diligence to apprehend and prosecute such participants the State has denied to its citizens the equal protection of the laws. It shall not be necessary that the jurisdictional allegations herein required shall be proven beyond a 1 -- Permission is granted to educators to reproduce this worksheet for classroom use NAACP and Anti-Lynching Legislation reasonable doubt, and it shall be sufficient if such allegations are sustained by a preponderance of the evidence.

Sec. 5. That any county in which a person is put to death by a mob or riotous assemblage shall, if it is alleged and proven that the officers of the State charged with the duty of prosecuting criminally such offense under the laws of the State have failed, neglected, or refused to proceed with due diligence to apprehend and prosecute the participants in the mob or riotous assemblage, forfeit \$10,000, which sum may be recovered by an action therefore in name of the United States against such county for the use of the family, if any, of the person so put to death; if he had no family, then to his dependent parents, if any: otherwise, for the use of the United States. Such action shall be brought and prosecuted by the district attorney of the United States of the district in which such county is situated in any court of the United States having jurisdiction therein. If such forfeiture is not paid upon

recovery of a judgment therefore, such court shall have jurisdiction to enforce payment thereof by levy or execution upon any property of the county, or may compel the levy and collection of a tax therefore, or may otherwise compel payment thereof of mandamus or other appropriate process; and any officer of such county or other person who disobeys or fails to comply with any lawful order of the court in the premises shall be liable to punishment as for contempt and to any other penalty provided by the law therefore.

“NAACP and the Anti-Lynching Campaign Part 2” Lesson

Objective:

I can identify the NAACP and the Dyer Anti-Lynching Bill...

Success Criteria:

So that I can understand the formation and objectives of the early Civil Rights Movement.

Steps:

1. Students will assume the role of a senator who is debating the Dyer Anti-Lynching Bill. Divide the class by state and political affiliations so it mirrors the composition of the Senate in 1922. Give the students an opportunity in class to elect a majority and minority leader as well as caucus with the other Senators from their party in order to plan a strategy for the floor debate.
2. Students will work in teams to create speeches for whoever they represent. The speeches will either argue for or against the Dyer Anti-lynching Bill. Students must use evidence from participant letters or from outside information either covered in class or researched separately. Focus on the 1920's.
3. Once speeches are written, have the class conduct a mock senate meeting where they debate the bill. As the teacher, help facilitate discussion. This can take more than one class period, and in cases where you want multiple days for this activity, just extended the calendar further.

The Debating Game: The Senate and the Dyer Anti-Lynching Bill

Name: _____ **Date:** _____

You have just been magically transported back to November 1922. After you become reoriented, you realize you are now a member of the United States Senate. This august body is preparing to debate the Dyer Anti-Lynching Bill, which was passed by the House of Representatives a few months earlier. You quickly discover that this is a highly emotionally charged issue; Senators on both sides of the aisle are passionate about whether or not the federal government has the constitutional authority to enact this bill. Your job is to prepare a speech that will be delivered as part of the floor debate about the anti-lynching bill. Of course, the Dyer Bill was killed before it ever made it to the Senate floor, but this will not stop us from having some good-natured historical fun.

In order to do this, you will need to help each other research the history of this bill. Each of you will be assigned a document written by one of the participants in the anti-lynching campaign to summarize for the class. This summary, which should also include a brief biographical sketch of the document's author, should be approximately two or three paragraphs in length (typed, double-spaced). It will be due at the beginning of class on _____. When you are not presenting your findings, you should be taking notes on what your classmates are saying. These notes will be very useful as you prepare your speech.

List of Participants in Anti-Lynching Campaign:

1. President Warren G. Harding
2. Attorney General H.M. Daughtery
3. Guy D. Goff, Assistant Attorney General
4. James Weldon Johnson, NAACP Secretary

5. Walter White, NAACP Assistant Secretary
6. Moorfield Storey, NAACP President
7. Senator William Borah (R)
8. Senator James W. Wadsworth, Jr. (R)
9. Congressman Burton French (R)
10. Congressman Meyer London (Socialist)
11. Congressman Edgar Ellis (R)
12. Congressman Andrew J. Volstead (R)
13. Congressman John Sandlin (D)
14. Congressman Thomas Bell (D)
15. Congressman Patrick Drewry (D)
16. Governor Robert Carey (R-Wyoming)

Once everyone has the opportunity to present his/her summary to the class, your instructor will assign you a state and a political affiliation (Democrat or Republican). The goal is to have the class mirror the composition of the Senate in the 1922. Before you begin the writing process, you will have some time to elect a majority or minority leader and caucus with other Senators from your party in order to plan a strategy for the floor debate.

You should plan to deliver an abridged version of your speech during the floor debate. The majority or minority leader is responsible for making sure that the debate runs smoothly and stays within the required time limits. Although it is important that every Senator gets the opportunity to express his or her opinion, it is also crucial that the party articulates its position on this issue clearly and succinctly. Senators will have the chance to query each other as long as they stay within the parameters of acceptable parliamentary procedure. Everyone should be taking notes during the Senate debate since this material could appear on a free response essay test about American society in the 1920s.

Credible to [Folklore: Some Useful Terminology \(neh.gov\)](http://www.neh.gov)

“Harlem Renaissance” Lesson

Objective:

I will be able to identify the what, where, when, and significance of the Harlem Renaissance...

Success Criteria:

So that I can understand the contributions of African American culture to society.

Steps:

1. Give a short 5-minute introduction lecture on the Harlem Renaissance.
Materials found in Google Slides presentation for this unit.
2. Students will participate in a Harlem Renaissance Jigsaw activity.
 - a. Have students get into groups of five that will be their “home group”. Students will number off 1-5.
 - b. Numbers ones will be assigned the task of becoming experts in “the Harlem Renaissance as a movement”. All the twos will be tasked with becoming experts in renaissance poets. All the threes will be tasked with becoming experts in renaissance musicians. All the fours will be experts in artists. All the fives will be experts in authors.
 - c. After each student understands their job, have students get into groups based up what number they are. Have all the ones gather together, all the twos together, and so forth. These will be called the “expert” groups.

- d. Give the expert groups 15 minutes to research and design a mini lecture on their topic that they will teach to their “home” group.
- e. Gather students back into their “home groups”. Take turns and have each student present their mini-lecture to the group. Presentations will be five minutes each. Use time from next class if needed.

Resources for Harlem Renaissance Jigsaw

*For this assignment, you can either print out documents and slides, or have them use their laptops to read

Access resources for Artists here:

https://poudreschools-my.sharepoint.com/:p:/r/personal/butzman_psdschools_org/Documents/Harlem-Renaissance-PPT.pptx?d=w68b0ef41618a45b9acfd45e57fbc1afa&csf=1&web=1&e=pDrLG3

Access resources for Harlem Renaissance here:

[A New African American Identity: The Harlem Renaissance | National Museum of African American History and Culture \(si.edu\)](#)

Access resources for poets here:

[The Harlem Renaissance | Poetry Foundation](#)

*Either choose a few poems or excerpts from this resource, or have students pick a few that they can share with their group

Access resources for musicians here:

[The Harlem Renaissance and the Jazz Age \(unt.edu\)](#)

*Have students read an article, then have them choose from the list of suggested recordings to listen to and play for their presentation.

Suggested Jazz Recordings

1. Louis Armstrong “Satchmo”, (A Musical Autobiography of Louis Armstrong); Decca DXM Records 1963.

2. Cab Calloway “*Chu*”, Epic Records 1968.
3. Duke Ellington “*Flaming Youth*”, The historic sound of the early and vital Harlem band in 16 exciting 1927-1929 recordings; RCA Victor Records 1969.
4. Ella Fitzgerald “*Rhythm is my Business*”, Verve Records 1962.
5. Dizzy Gillespie “*Bird and Diz*”, The Genius of Charlie Parker; Verve Records 1960.
6. Benny Goodman “*The King of Swing*”, Columbia Records 1959.
7. The Fletcher Henderson Story “*A study in Frustration* ” Thesaurus of Classic Jazz; Columbia Records.
8. Thelonius Monk “*Bean and the Boys*” , Prestige Records 1971.
9. Charlie Parker “*Jazz Perennial*”, Verve Records 1960.
10. Jazz Folkways Records “*Various Jazz and Blues Artist Performing*” No.2-Volume 7 New York 1922-1934.
11.)*Outstanding Jazz Compositions of the 20th Century*, Columbia Records 1968.

Access resources for authors here:

7 Writers of the Harlem Renaissance | HISTORY

“The Great Depression and WWII” Lesson

Objective:

I can identify the treatment of African Americans during The Great Depression and WWII..

Success Criteria:

So that I will be able to understand the context of the Civil Rights Movement.

Steps:

1. Start class by watching this video from the History Channel:
 - a. [Who Were the Tuskegee Airmen? | Dogfights | History - YouTube](#)
2. Give students 30 minutes to read the assigned articles.
3. Take the remaining minutes of class to give a short lecture on The Great Depression and WWII, focusing upon the treatment and response of African Americans. Lecture resources can be found in the Google Slides presentation.

Articles:

[Last Hired, First Fired: How the Great Depression Affected African Americans | HISTORY](#)

“What are Civil Rights?” Lesson

Objective:

I can identify what a civil right is and the violation of the Declaration of Independence for African Americans...

Success Criteria:

So that I can understand the significance of the Civil Rights Movement.

Steps:

1. Complete a think, pair, share activity to start the class. Have students think and write down their definition of a “civil right”. After three minutes, have the students talk to their table about what a civil right is. After three minutes of sharing, discuss as a class what a civil right is.
2. Students should have some background information on treatment of African Americans in the United States during the twentieth century. Explain to students that they will be reading the “Universal Declaration of Human Rights” and the “Declaration of Independence” with the goal of understanding violations of the two for African Americans. Have the students highlight any violations they find in both of the documents.

3. End the class with having them write a paragraph explaining what a “civil right” is, as well as one example from each document of a violation for the treatment of African Americans.

Universal Declaration of Human Rights (1948)

Article I

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and the security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.

2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association. 2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

2. Everyone has the right to equal access to public service in his country.

3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.

2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests. Article 24 Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Declaration of Independence (1776)

In Congress, July 4, 1776

The unanimous Declaration of the thirteen united States of America, When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, -- That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are

accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government....

[Declaration of Independence: A Transcription | National Archives](#)

“Civil Rights in the 1950s and 1960s” Lesson

Objective:

I will be able to identify the main events of the Civil Rights Movement in the 1950s and 1960s...

Success Criteria:

So that I can understand the objectives and methods of achievement for the movement.

Steps:

1. Use the Google Slides Presentation to give a lecture on the fight for civil rights in the 1950s and 1960s. You can use the resources listed below
 - a. [Malcolm X and the Rise of Black Power: Crash Course Black American History #38 - YouTube](#)

“1963 March on Washington” Lesson

Objective:

I will be able to identify the significance of the 1963 March on Washington to the civil rights movement....

Success Criteria:

So that I can understand how the Civil Rights Movement worked towards its objectives.

Steps:

1. Have students review “The Official Program for the March on Washington”. They should highlight objectives in one color, and methods of achieving objectives in a different color.
2. Give a short 5 minute lecture on the “March on Washington” in 1963. Use the resources in the Google Slides presentation.

3. Students will then examine four speeches connected to the March. The teacher can assign all students to read all four speeches.
 - a. Alternatively, the teacher might use a "jigsaw" approach, dividing the class into four groups, giving each group one speech. After each group has read its assigned speech and answered the questions, students can meet in groups of four in which each student has read a different speech. Now each student explains the speech he or she read to the other students, and how his or her group answered the questions. Following the "jigsaw," the teacher can lead a class wide discussion on the speeches.
4. Give out the "Questions for the Speeches" worksheet so students may fill that out.

MARCH ON WASHINGTON FOR JOBS AND FREEDOM

AUGUST 28, 1963

LINCOLN MEMORIAL PROGRAM

1. The National Anthem *Led by Marian Anderson.*
2. Invocation *The Very Rev. Patrick O'Boyle, Archbishop of Washington.*
3. Opening Remarks *A. Philip Randolph, Director March on Washington for Jobs and Freedom.*
4. Remarks *Dr. Eugene Carson Blake, Stated Clerk, United Presbyterian Church of the U.S.A.; Vice Chairman, Commission on Race Relations of the National Council of Churches of Christ in America.*
5. Tribute to Negro Women
Fighters for Freedom
Mrs. Medgar Evers
Daisy Bates
Diane Nash Bevel
Mrs. Medgar Evers
Mrs. Herbert Lee
Rosa Parks
Gloria Richardson
6. Remarks *John Lewis, National Chairman, Student Nonviolent Coordinating Committee.*
7. Remarks *Walter Reuther, President, United Automobile, Aerospace and Agricultural Implement Workers of America, AFL-CIO; Chairman, Industrial Union Department, AFL-CIO.*
8. Remarks *James Farmer, National Director, Congress of Racial Equality.*
9. Selection *Eva Jessye Choir*
10. Prayer *Rabbi Uri Miller, President Synagogue Council of America.*
11. Remarks *Whitney M. Young, Jr., Executive Director, National Urban League.*
12. Remarks *Mathew Ahmann, Executive Director, National Catholic Conference for Interracial Justice.*
13. Remarks *Roy Wilkins, Executive Secretary, National Association for the Advancement of Colored People.*
14. Selection *Miss Mahalia Jackson*
15. Remarks *Rabbi Joachim Prinz, President American Jewish Congress.*
16. Remarks *The Rev. Dr. Martin Luther King, Jr., President, Southern Christian Leadership Conference.*
17. The Pledge *A Philip Randolph*
18. Benediction *Dr. Benjamin E. Mays, President, Morehouse College.*

"WE SHALL OVERCOME"

Statement by the heads of the ten organizations calling for discipline in connection with the Washington March of August 28, 1963:

"The Washington March of August 28th is more than just a demonstration.

"It was conceived as an outpouring of the deep feeling of millions of white and colored American citizens that the time has come for the government of the United States of America, and particularly for the Congress of that government, to grant and guarantee complete equality in citizenship to the Negro minority of our population.

"As such, the Washington March is a living petition—in the flesh—of the scores of thousands of citizens of both races who will be present from all parts of our country.

"It will be orderly, but not subservient. It will be proud, but not arrogant. It will be non-violent, but not timid. It will be unified in purposes and behavior, not splintered into groups and individual competitors. It will be outspoken, but not raucous.

"It will have the dignity befitting a demonstration in behalf of the human rights of twenty millions of people, with the eye and the judgment of the world focused upon Washington, D.C., on August 28, 1963.

"In a neighborhood dispute there may be stunts, rough words and even hot insults; but when a whole people speaks to its government, the dialogue and the action must be on a level reflecting the worth of that people and the responsibility of that government.

"We, the undersigned, who see the Washington March as wrapping up the dreams, hopes, ambitions, tears, and prayers of millions who have lived for this day, call upon the members, followers and wellwishers of our several organizations to make the March a disciplined and purposeful demonstration.

"We call upon them all, black and white, to resist provocations to disorder and to violence.

"We ask them to remember that evil persons are determined to smear this March and to discredit the cause of equality by deliberate efforts to stir disorder.

"We call for self-discipline, so that no one in our own ranks, however enthusiastic, shall be the spark for disorder.

"We call for resistance to the efforts of those who, while not enemies of the March as such, might seek to use it to advance causes not dedicated primarily to civil rights or to the welfare of our country.

"We ask each and every one in attendance in Washington or in spiritual attendance back home to place the Cause above all else.

"Do not permit a few irresponsible people to hang a new problem around our necks as we return home. Let's do what we came to do—place the national human rights problem squarely on the doorstep of the national Congress and of the Federal Government.

"Let's win at Washington."

SIGNED:

Mathew Ahmann, *Executive Director of the National Catholic Conference for Interracial Justice.*

Reverend Eugene Carson Blake, *Vice-Chairman of the Commission on Race Relations of the National Council of Churches of Christ in America*

James Farmer, *National Director of the Congress of Racial Equality.*

Reverend Martin Luther King, Jr., *President of the Southern Christian Leadership Conference.*

John Lewis, *Chairman of the Student Nonviolent Coordinating Committee.*

Rabbi Joachim Prinz, *President of the American Jewish Congress.*

A. Philip Randolph, *President of the Negro American Labor Council.*

Walter Reuther, *President of the United Automobile, Aerospace and Agricultural Implement Workers of America, AFL-CIO, and Chairman,*

Industrial Union Department, AFL-CIO.

Roy Wilkins, *Executive Secretary of the National Association for the Advancement of Colored People.*

Whitney M. Young, Jr., *Executive Director of the National Urban League.*

In addition, the March has been endorsed by major religious, fraternal, labor and civil rights organizations. A full list, too long to include here, will be published.

WHAT WE DEMAND*

1. Comprehensive and effective civil rights legislation from the present Congress—without compromise or filibuster—to guarantee all Americans

access to all public accommodations
decent housing
adequate and integrated education
the right to vote

2. Withholding of Federal funds from all programs in which discrimination exists.

3. Desegregation of all school districts in 1963.

4. Enforcement of the Fourteenth Amendment—reducing Congressional representation of states where citizens are disfranchised.

5. A new Executive Order banning discrimination in all housing supported by federal funds.

6. Authority for the Attorney General to institute injunctive suits when any constitutional right is violated.

7. A massive federal program to train and place all unemployed workers—Negro and white—on meaningful and dignified jobs at decent wages.

8. A national minimum wage act that will give all Americans a decent standard of living. (Government surveys show that anything less than \$2.00 an hour fails to do this.)

9. A broadened Fair Labor Standards Act to include all areas of employment which are presently excluded.

10. A federal Fair Employment Practices Act barring discrimination by federal, state, and municipal governments, and by employers, contractors, employment agencies, and trade unions.

*Support of the March does not necessarily indicate endorsement of every demand listed. Some organizations have not had an opportunity to take an official position on all of the demands advocated here.

Photos and articles credible to [The March on Washington | Articles and Essays](#)
[| Civil Rights History Project | Digital Collections | Library of Congress](#)
[\(loc.gov\)](#)

Speeches for “March on Washington” Lesson

1. President Kennedy's Speech on Civil Rights June 11, 1963
 - a. [President John F. Kennedy's Civil Rights Address - YouTube](#)

2. John Lewis speech delivered at the March on Washington in August, 1963
 - a. [Rep John Lewis' Speech at March on Washington - YouTube](#)

3. Martin Luther King speech delivered at the March on Washington in August, 1963
 - a. [I Have a Dream speech by Martin Luther King .Jr HD \(subtitled\) - YouTube](#)

4. From [Malcolm X Speaks](#), an audio clip from the November 10, 1963
 - a. [Hon. Malcolm X: Message to the Grass Roots. - YouTube](#)

Questions on the Speeches

1. How do each of these speeches describe the role played by the Federal Government in the Civil Rights Movement?
2. What is the role of the Federal Government in ensuring equal rights for African Americans, according to each of the different speakers?
3. What do each of the speakers think is the key to changing the second-class status of African Americans in American life?
4. Based upon your prior knowledge of the status of African-Americans in the United States at this time, and your analysis of the arguments in each speech, which speech or speaker gives the best explanation of the U.S. Government's relationship to the Civil Rights Movement?

“March on Washington Editorials” Lesson

Objective:

I can identify the response of the March on Washington...

Success Criteria:

So that I can understand the attitudes of Americans towards the Civil Rights Movement.

Steps:

1. Arrange students into groups of two or three.
2. Assign each group a different newspaper: a Northern newspaper, a Southern newspaper, or an African American newspaper.
3. Students will act as the editorial board for their assigned newspaper. They must write an editorial commenting on the speeches given at the March on Washington (The speeches from the previous March on Washington lesson).
 - a. Answer these questions: which position would the editorial board endorse for the African American community? What would they have the Administration endorse (bear in mind Kennedy's initial opposition to the March)? How should the majority of Americans, who were not at the March, respond to the issues raised that day?

“Birmingham Jail” Lesson

Objective:

I will be able to identify the significance of Martin Luther King Jr.’s “Letter in Birmingham Jail”...

Success Criteria:

So that I can understand nonviolent action.

Steps:

1. Watch this PBS video about Birmingham
 - a. [Birmingham1963 on Vimeo](#)
2. Have students describe life for African Americans in Birmingham 1963
3. Read Martin Luther King Jr.’s “Letter in Birmingham Jail”.
 - a. Offer student either the actual letter to read, or provide an audio for students who may find that helpful.
4. Divide the class into groups of 3-4. Have them annotate the letter as a group.
5. As a group, have students make a poster identifying “A letter to Birmingham Jail”. They should include the what, when, where, and significance. You can choose to have them present their posters to the class.

“Bloody Sunday and the Right to Vote” Lesson

Objective:

I can identify the significance of Bloody Sunday....

Success Criteria:

So that I can understand the right to vote in the Civil Rights Movement.

Steps:

1. Have students start by taking the 1965 Alabama Literacy Test. Tell them they will be graded on it for accuracy. Then have students grade one another, then discuss their experiences of taking the test. After, tell them their actual grade will be for effort, not accuracy, but discuss the fairness of a test like that.
2. Pass out the worksheet to students, and explain the activity. As a class, you will watch three videos. The students will analyze the video and answer the questions on the worksheet. Think about the intended audience of the videos.
3. Link to the Videos are here:
 - a. [Selma Movie - Official Trailer - YouTube](#)
 - b. [Finding Your Roots | Education | The Most Powerful Instrument | Season 1 | Episode 1 | PBS](#)
 - c. [The Story of Bloody Sunday | Black American Heroes - YouTube](#)
4. Discuss the Voting Rights Act (1965) and its significance as a class.

1965 Alabama Literacy Test

1. Which of the following is a right guaranteed by the Bill of Rights?

_____A. Public Education

_____B. Employment

_____C. Trial by Jury

_____D. Voting

2. The federal census of population is taken every five years.

_____True _____False

3. If a person is indicted for a crime, name two rights which he has.

4. A U.S. senator elected at the general election in November takes office the following year on what date?

5. A President elected at the general election in November takes office the following year on what date?

6. Which definition applies to the word “amendment?”

_____A. Proposed change, as in a Constitution

_____B. Make of peace between nationals at war

_____C. A part of the government

7. A person appointed to the U.S. Supreme Court is appointed for a term of _____.

8. When the Constitution was approved by the original colonies, how many states had to ratify it in order for it to be in effect?

9. Does enumeration affect the income tax levied on citizens in various states?

10. Person opposed to swearing in an oath may say, instead: (solemnly)

11. To serve as President of the United States, a person must have attained:

_____A. 25 years of age

_____B. 35 years of age

_____C. 40 years of age

_____D. 45 years of age

12. What words are required by law to be on all coins and paper currency of the U.S.?

13. The Supreme Court is the chief lawmaking body of the state.

_____True _____False

14. If a law passed by a state is contrary to provisions of the U.S. Constitution, which law prevails?

15. If a vacancy occurs in the U.S. Senate, the state must hold an election, but meanwhile the place may be filled by a temporary appointment made by

16. A U.S. senator is elected for a term of _____ years.

17. Appropriation of money for the armed services can be only for a period limited to _____ years.

18. The chief executive and the administrative offices make up the _____ branch of government.

19. Who passes laws dealing with piracy?

20. The number of representatives which a state is entitled to have in the House of Representatives is based on

21. The Constitution protects an individual against punishments which are _____ and _____.

22. When a jury has heard and rendered a verdict in a case, and the judgment on the verdict has become final, the defendant cannot again be brought to trial for the same cause.

_____ True _____ False

23. Name two levels of government which can levy taxes:

24. Communism was the type of government in:

_____ A. U.S.

_____ B. Russia

_____ C. England

Answers

1. Trial by Jury only

2. False (every 10 years)

3. Habeas Corpus (immediate presentation of charges); lawyer; speedy trial.

4. January 3

5. January 20

6. Proposed change, as in a Constitution

7. Life (with good behavior)

8. Nine

9. Yes

10. Affirm

11. 35

12. In God We Trust

13. False

14. U.S. Constitution

15. The governor
16. Six
17. Two
18. Executive
19. Congress
20. Population (as determined by census) less untaxed Indians
21. Cruel and unusual
22. True
23. State and local
24. Russia

A brief introduction to the 1965 Selma to Montgomery Marches

Name: _____ Date: _____

Read the following, taking breaks to watch short clips from the film “Selma”

A well-organized, non-violent civil rights' movement had been waging war on racial discrimination in the United States for decades. However, despite important legal victories and a growing national sentiment against white supremacy, there was limited progress toward true racial equality; one example was the right to vote. The right to vote was first guaranteed to black Americans (or at least black males) in 1870 with the passage of the 15th Amendment; but for nearly 100 years after, and for decades after suffrage, that right was systematically obstructed in many places across the nation. (Even now, voting rights remain contentious with portions of the Voting Rights Act of 1965 having been struck down by the Supreme Court in 2013 and new voter ID laws sparking heated debate over the impact on voter participation.)

By the early 1960s, things were particularly bad in portions of the South – especially in Alabama, which had become a flashpoint for civil rights battles since Rosa Parks refused to give up her seat on a segregated bus in Montgomery. Throughout the state, black citizens applying to vote were repeatedly blocked by local registrars – known to give impromptu literacy and civics tests featuring absurdly difficult questions designed to fail all takers. Furthermore, widespread poll taxes discouraged the poor and penalized those who chose to vote even if they succeeded in getting registered. By 1965, there were counties in Alabama where not a single black person had voted in any election for the previous 50 years.

In Selma – where only 130 of 15,000 black citizens were registered – citizens began to fight back. The national civil rights group, Student Nonviolent Coordinating Committee (known as SNCC or “snick”), started organizing in the area in 1963, but faced considerable resistance, particularly from segregationist Sheriff Jim Clark who utilized local posses to intimidate, arrest and flat-out beat up those engaged in voter drives. In January of 1965, Martin Luther King, Jr. – the young pastor who was becoming the nation’s most influential moral voice for nonviolent struggle against racism -- along with the Southern Christian Leadership Conference (a group of ministers leading nonviolent boycotts, marches and sit-ins to protest segregation across the South) arrived in Selma to assist their growing movement.

Videos- The March from Selma to Montgomery, Alabama

As you watch the following videos, think of the questions below and write down any thoughts you have on the questions asked.

Trailer for ‘Selma’ courtesy of Paramount Pictures

What audience is the video intended for? What clues let you know?

Who is the central leader or hero of the March?

How are African Americans portrayed? How are white Americans portrayed?

What else do you notice?

“The Most Powerful Instrument” courtesy of Finding Your Roots

What audience is the video intended for? What clues let you know?

Who is the central leader or hero of the March?

How are African Americans portrayed? How are white Americans portrayed?

What else do you notice?

“Bloody Sunday” courtesy of the History Channel

What audience is the video intended for? What clues let you know?

Who is the central leader or hero of the March?

How are African Americans portrayed? How are white Americans portrayed?

What else do you notice

“Thesis Workshop” Lesson

Objective:

I can understand the components of a good thesis...

Success Criteria:

So that I can write a concise and well-developed thesis on my DBQ.

Steps:

1. Review the “Seven Step Thesis Development Handout” with the class.
2. Go through each step, first letting them complete the step individually, then do it as a class.
3. Give students the rest of class to workshop their thesis for the DBQ. Their thesis should include examples of the formation of the Civil Rights Movement, as well as they need to state an objective and method of achievement of that objective for the movement.

Seven-step Thesis Development Handout

Tobin Miller Shearer

A well-developed thesis is the most important component of a strong research paper. The following steps are designed to assist you in developing such a thesis.

1) **Just the facts.** Write a paragraph summarizing your research findings. In two or three sentences describe the facts that you have discovered. If you were writing about SNCC activist Fannie Lou Hamer, you might write a paragraph describing the many things she did: organized black voters, led songs, mentored volunteers, testified before the Democratic Party credentialing committee, etc.

2) **Connect the dots.** Ask yourself, "What are the themes that are present in this research? Is anything missing? Can I bring in outside resources - theorists, other writers about the period or subject, other unconnected data - to make sense of what I have found?" You might remember an article you read about the many different crises that emerged in the Civil Rights Movement. You might ask about Hamer's religious background. You might think about the Protestant work ethic.

3) **A single sentence.** Write one sentence interpreting these facts and connections.

You could write, "Fannie Lou Hamer worked hard for SNCC in Mississippi."

4) **Make it arguable.** Now take that sentence and make it into a statement that can be argued. Change a descriptive statement like, "Fannie Lou Hamer worked hard for SNCC in Mississippi" to an arguable statement like "Fannie Lou Hamer prayed in public in order to create a crisis." No one can really argue that Hamer worked hard. Anyone could argue with the idea that Hamer prayed to create crisis.

5) **Open it up.** Now write three additional sentences expanding on your arguable sentence. The first sentence should explain *how*; the second should explain *exceptions*; the third should add *nuance*. So you could then write, "The prayers created crisis by demanding that southern officials who shared the same Christian faith as Hamer treat her as an equal even though they believed she was not on the same level as them. In a few instances, Hamer's prayer was ignored or simply offered solace to her co-workers. Those times that Hamer sang her prayer as a spiritual received the strongest response from her antagonists."

6) **Synthesize.** Now take those three sentences and introduce those ideas back into your thesis statement. You could write, "Even though some of her prayers simply offered solace to other SNCC workers, most of the prayers sung by Fannie Lou Hamer prompted a strong negative reaction from her white southern antagonists because they did not want to acknowledge their shared faith and equal status."

7) **So what?** Write a final sentence explaining why your thesis is important. You could write, "By connecting prayer and crisis, students of the civil rights movement can understand that religion did not

just offer solace to activists, it was also an important tool for advancing their concerns. What we thought was devotion was actually an important tactic from the period.”

In short, a good thesis is interpretive, arguable, original, and answers the "So What?" question.

“1970s and Beyond” Lesson

Objective:

I can identify the end of the Civil Rights Movement...

Success Criteria:

So that I can understand the accomplishments of the movement.

Steps:

1. Follow the Google Slides Presentation to lecture on this topic.
2. Have students read an article about the accomplishments of the Civil Rights Movement.
3. On a sheet of paper, they can turn in, have the students write a paragraph identifying what, when, where, and significance of the Civil Rights Movement.

“Legacy of the Civil Rights Movement” Lesson

Objective:

I can identify at least three legacies of the Civil Rights Movement...

Success Criteria:

So that I can understand the significance of the movement.

Steps:

1. Have the students pair up.
2. Give each pair a document with photographs from the Civil Rights Movement. Hand out the chart worksheet as well.
3. Each pair needs to analyze all the photos, then write down what event is displayed, as well as the impact of that event on the worksheet. Give students 30 minutes total to complete this.
4. Gather students back into their seats. Discuss the fight for equality for African American today. You can have them watch the video posted below, or you can show them this article and discuss it with them.
5. The last 10-15 minute so class, discuss with the students the current issues today. You can follow the question guide on the following page.

Primary Sources from the Civil Rights Movement

1)



2)



3)



4)



5)



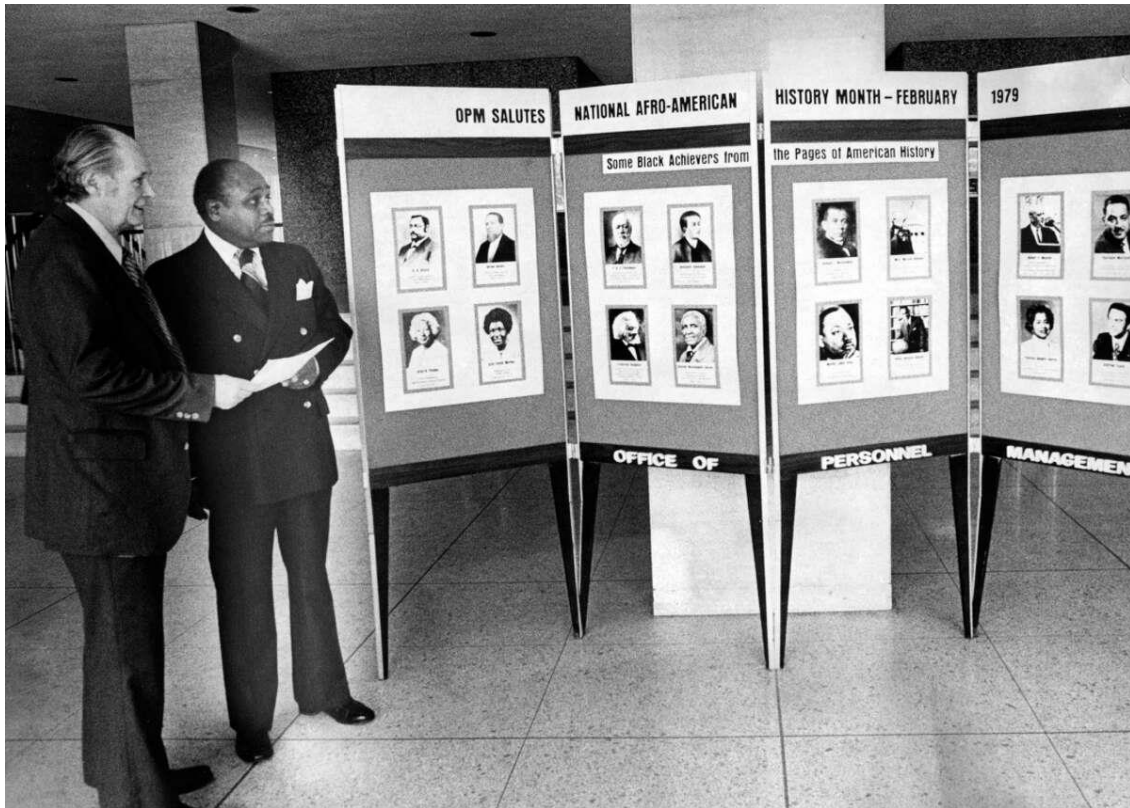
6)



7)



8)



Analyzing Primary Sources From the Civil Rights Movement Handout

Name: _____

Date: _____

Directions: After studying the given photographs, complete the following chart explaining the historical impact of each.

Photograph Number	Name, date, and location of event	Historical Impact of event
Photograph 1		

Photograph 2		
Photograph 3		
Photograph 4		
Photograph 5		
Photograph 6		
Photograph 7		
Photograph 8		

“Outline Review” Lesson

Objective:

I can create a five-paragraph outline...

Success Criteria:

So that I will be able to understand how to connect documents and outside information to my DBQ essay.

Steps:

Have students create an outline of their DBQ by doing the following

1. Briefly explain the rubric and expectations for the format and organization of the essay (5 minutes)

2. Take 10 minutes to have the students complete a thesis workshop. Give them 5 minutes to attempt to write a level four thesis. After, give them 3 minutes to share with one another and work together to write a level 4 thesis. Then, as a class, take the remaining two minutes to write a level four thesis.
3. With the remaining 35 minutes, have the students write out the rest of their outline. They should write a topic sentence for each paragraph, along with the three documents and one outside information they will connect to each. Their paper should finish with a conclusion. The complete outline format is posted in the appendix. You can find a handout on example for connecting documents in the appendix as well.

DBQ REVIEW DAY

Objective:

I can create an outline and choose the documents I will connect in my DBQ...

Success Criteria:

So that I can do well on my DBQ!

Steps:

1. Let students continue finishing or studying their outlines for the DBQ.
2. Teach a “Writing a Conclusion” Workshop.
3. Let students ask questions related to material or DBQ.

4. If there is time left, give the students a chance to have fun before their test and play the game “Yeehaw”.

Directions for Yeehaw:

Gather students in a circle. This is a game that passes energy around the circle. The first student swings their arm in front of them while crooked and says "Yee-haw!" to pass the energy to the person to their other side. The next person passes the energy in the same way. If someone wants to change the direction of the energy they say "Hoe down" and pull down their fist like they are pulling arm down in a fist pump. Saying "Barn Dance" involves every student safely finding a new spot in the circle, they do this by galloping like a horse.

Conclusions Handout (University of North Carolina)

[Strategies for writing an effective conclusion](#)

One or more of the following strategies may help you write an effective conclusion:

- **Play the “So What” Game.** If you’re stuck and feel like your conclusion isn’t saying anything new or interesting, ask a friend to read it with you. Whenever you make a statement from your conclusion, ask the friend to say, “So what?” or “Why should anybody care?” Then ponder that question and answer it. Here’s how it might go: You: Basically, I’m just saying that education was important to Douglass. Friend: So what? You: Well, it was important because it was a key to him feeling like a free and equal citizen. Friend: Why should anybody care? You: That’s important because plantation owners tried to keep slaves from being educated so that they could maintain control. When Douglass obtained an education, he undermined that control personally. You can also use this strategy on your own, asking yourself “So What?” as you develop your ideas or your draft.
- **Return to the theme or themes in the introduction.** This strategy brings the reader full circle. For example, if you begin by describing a scenario, you can end with the same scenario as proof that your essay is helpful in creating a new understanding. You may also refer to the introductory

paragraph by using key words or parallel concepts and images that you also used in the introduction.

- **Synthesize, don't summarize.** Include a brief summary of the paper's main points, but don't simply repeat things that were in your paper. Instead, show your reader how the points you made and the support and examples you used fit together. Pull it all together.
- **Include a provocative insight or quotation from the research or reading you did for your paper.**
- **Propose a course of action, a solution to an issue, or questions for further study.** This can redirect your reader's thought process and help her to apply your info and ideas to her own life or to see the broader implications.
- **Point to broader implications.** For example, if your paper examines the Greensboro sit-ins or another event in the Civil Rights Movement, you could point out its impact on the Civil Rights Movement as a whole. A paper about the style of writer Virginia Woolf could point to her influence on other writers or on later feminists.

Strategies to avoid

- Beginning with an unnecessary, overused phrase such as "in conclusion," "in summary," or "in closing." Although these phrases can work in speeches, they come across as wooden and trite in writing.
- Stating the thesis for the very first time in the conclusion.
- Introducing a new idea or subtopic in your conclusion.
- Ending with a rephrased thesis statement without any substantive changes.
- Making sentimental, emotional appeals that are out of character with the rest of an analytical paper.
- Including evidence (quotations, statistics, etc.) that should be in the body of the paper.

Four kinds of ineffective conclusions

11. **The "That's My Story and I'm Sticking to It" Conclusion.** This conclusion just restates the thesis and is usually painfully short. It does not push the ideas forward. People write this kind of conclusion when they can't think of anything else to say. Example: In conclusion, Frederick Douglass was, as we have seen, a pioneer in American education, proving that education was a major force for social change with regard to slavery.
12. **The "Sherlock Holmes" Conclusion.** Sometimes writers will state the thesis for the very first time in the conclusion. You might be tempted to use this strategy if you don't want to give everything away too early in your paper. You may think it would be more dramatic to keep the reader in the dark until the end and then "wow" him with your main idea, as in a Sherlock Holmes mystery. The reader, however, does not expect a mystery, but an analytical discussion of your topic in an academic style, with the main argument (thesis) stated up front. Example: (After a paper that lists numerous incidents from the book but never says what these incidents reveal

about Douglass and his views on education): So, as the evidence above demonstrates, Douglass saw education as a way to undermine the slaveholders' power and also an important step toward freedom.

13. **The “America the Beautiful”/“I Am Woman”/“We Shall Overcome” Conclusion.** This kind of conclusion usually draws on emotion to make its appeal, but while this emotion and even sentimentality may be very heartfelt, it is usually out of character with the rest of an analytical paper. A more sophisticated commentary, rather than emotional praise, would be a more fitting tribute to the topic. Example: Because of the efforts of fine Americans like Frederick Douglass, countless others have seen the shining beacon of light that is education. His example was a torch that lit the way for others. Frederick Douglass was truly an American hero.

14. **The “Grab Bag” Conclusion.** This kind of conclusion includes extra information that the writer found or thought of but couldn't integrate into the main paper. You may find it hard to leave out details that you discovered after hours of research and thought, but adding random facts and bits of evidence at the end of an otherwise-well-organized essay can just create confusion. Example: In addition to being an educational pioneer, Frederick Douglass provides an interesting case study for masculinity in the American South. He also offers historians an interesting glimpse into slave resistance when he confronts Covey, the overseer. His relationships with female relatives reveal the importance of family in the slave community.

Essay Question

Thesis → Claim / Argument (example paragraph 1):

The following is an example of the preferred structure of your Intro/Thesis.

- a. Hook
- b. Thesis
- c. All together: 3-5 sentences.

(Paragraph 2; Formation of the Civil Rights Movement)

The following is an example of the preferred structure of your essay question. This will reflect a singular paragraph.

- a. Connect to Doc
- b. Connect to Doc
- c. Connect to Doc
- d. Outside Identification

(Paragraph 3; Objectives of the Civil Rights Movement)

The following is an example of the preferred structure of your essay question. This will reflect a singular paragraph.

- a. Connect to Doc
- b. Connect to Doc
- c. Connect to Doc
- d. Outside Identification

(Paragraph 4; Methods of working towards Objectives)

The following is an example of the preferred structure of your essay question. This will reflect a singular paragraph.

- a) Connect to Doc
- b) Connect to Doc
- c) Connect to Doc
- d) Outside Identification

Conclusion Paragraph; Legacy of the Civil Rights Movement

Wrap up your essay and explain the legacy of the Movement.

Connecting Documents

- I. Connect the documents to the prompts using the “It Says / I say / Therefore...” chart
 - a. For example, I will do the document on p. 84 for you:

<p>1. It says: “Thou sayest... we liv[e] without religion...honor...social order...without any rules</p>	<p>2. I say: The French recognize that Micmac (Native American) society did not have rigid hierarchies (no kings, no bosses of any kind)</p>	<p>3. Therefore: This connects to the 1st prompt as it is a major cultural difference of Natives and Europeans. Natives value freedom of their tribal members whereas Europeans value obedience and loyalty to nobles</p>
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“Youth at the Forefront” Lesson

Objective:

I can identify an article that examines how youth have contributed to social change...

Success Criteria:

So that I can participate in making changes that better our society.

Steps:

Introduction Activity:

1. Put the statement “Young people can help make our world a better place to live” on the board.
2. Have students individually write down a response to this question, explaining their response.

3. Allow students 3 minutes to discuss their answer with a partner.
4. Have a 5-minute class discussion about it.

Article Activity:

1. Have students watch a video on the impact that youth have on society.
2. Have students access this website. Students choose one article to read
3. Have students make a poster or presentation on their article of choice. Have them use the Frayer Model to articulate what their article is about, when it took place, where it took place, and the significance of it.
5. Included in their presentation or poster, have them include a potential solution to the issue that is posed in their article if possible.

Access to Articles: [And the Youth Shall Lead Us — Civil Rights Teaching](#)

If students need time to work on presentations, have them present the next class period.

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