

Curriculum Unit Introduction

Title of unit: Civil Rights

Vital theme of the unit: Students will understand the fundamental democratic principles behind the civil rights movement and reflect on the individual sacrifice that was made in order to bring about the success of the movement.

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Grade level: 8

Number lessons in the unit: 5

Curriculum Standards addressed:

- 4.05 Understand the rights, responsibilities, and privileges of citizens living in a democratic society.
- 4.06 Understand the role the Constitution of the United States plays in the lives of Americans.
- 6.01 Recognize the impact of individual and group decisions on citizens and communities.
- 6.02 Understand how groups can impact change at the local, state national and world levels.
- 8.4.tpi.11.distinguish between rights and privileges of the individual.
- 8.5.tpi.17.interpret a historical event from multiple perspectives.
- 8.4.tpi.12.evaluate the role of government in balancing the rights of individuals versus the common good.

Unit introduction and overview of instructional plan:

The unit will begin with the Jim Crow lesson plan. Next will be Selma, then the lesson on Martin Luther King Jr. The last two lessons of the unit are a Time for Justice 1 and a Time for Justice 2.

Students must understand what the background reasons were for the Civil Rights movement as well as the conditions in which the movement was fought. They must also understand which specific individuals helped push and organize the movement as well as the importance and sacrifice of the everyday people who participated in the movement. By paralleling the problems of the 60's with life in 2005, the students will be better able to understand and connect with those involved in the Civil Rights movement.

Because Civil Rights are not covered in 8th grade American History, this lesson will have to be connected with events that are covered in the 8th Grade. I will mention this

movement when discussing slavery issues and will use this unit when talking about Reconstruction and the 13th, 14th, and 15th amendments. It is important to always ask the students what they would do if they were living in the 60's. It will make the student step back and be more likely to see the problems through the eyes of the people who faced this problem in the 60's and not just as another history lesson.

The state curriculum for eighth grade American History spans prehistory to 1877. My goal is to teach the period of slavery, the abolitionists' movement, Civil War and Reconstruction for the benefit of the T-CAP (Tennessee Comprehensive Assessment Program) test but expand on this period, move one hundred years ahead and teach the Civil Rights Movement. I regret that the Twentieth Century is no longer an eighth grade study but the timing is perfect. T-CAP tests are in mid April so I can end the survey study of American History with Reconstruction of the 1860's and move into the Second Reconstruction of the 1960's. This can apply to other areas of the Social Studies curriculum outside American History.

My students have such an interest in the 1960's as a whole. This decade of extremes as I call it. Extremely good things happening along side extremely bad things happening and much of the bad helping to foster good. At the center of this decade is the Civil Rights Movement. It amazes me how all students, regardless of their interest in class before, seem to perk up and listen. Students are hungry to learn about and understand this time because they have all heard of it but have never really studied the events.

The Civil War Amendments are pretty straightforward and students can generally understand them. As Southerners regained control of their states and legislated a legal segregated society, the amendments were, in a sense, nullified. We study Plessy vs Ferguson, the Poll Tax and Literacy tests, and the influence of the Ku Klux Klan. This year I will include the plight of farmers in the Black Belt of Alabama and Mississippi and the control that white land owners had over them making their situation so impossible to improve. In addressing the question of timing for the Movement, I will mention what Dr.

C.A. Vivian of SCLC (Southern Christian Leadership Conference) discussed when we met with him at the Ebenezer Church in Atlanta. A black American G.I. had more freedom in Paris than he did in Atlanta. It was time for something to happen.

A primary goal this year will be to help students understand the psychology of the movement. Not the strategy of civil disobedience, difficult as it was. They can grasp that. But imagine their confusion when I tell them that hate was the basis of the Southern culture their grandparents were reared in. Hate drove the South. How powerful, yet true! The teaching moment here centers around the education outreach program at the Southern Poverty Law Center - Teaching tolerance. Reach young minds before they are twisted by bigotry.

Another primary goal is, for the first time, to introduce my students to the important role that music and song played in the Movement. Music was a constant during the Civil Rights era. The foundation for this music was the traditional African American songs. Many were spiritual, others composed for specific events during the Movement. Clapping was the predominant background support, but all had freedom as the common denominator.

Singing was a motivational force during mass meetings, group demonstrations, and church services. The singing was mostly communal, begun by a leader making calls for different verses or harmonies. As demonstrators were taken to jail they would communicate with one another through songs. The story of Frederick Leonard and others giving up their mattresses to keep their music will help students realize the motivational power of the freedom songs. These were such dangerous times for people. Singing songs together comforted people and gave them courage.

Without question the preeminent anthem of the Civil Rights Movement was "We Shall Overcome." The song had such appeal to blacks as well as whites. Participants in the mass meetings would cross arms in front of themselves, join hands with the people next to them and sway with the rhythm of the song. The melody heard in the first and last lines of the song has been traced back to the spiritual, "No More Auction Block for Me" sung by slaves in the 1800's. A later version of the song called "I'll Overcome Someday" possibly had its roots at the Highlander Center during the 1940's. It was written and used during the 1945 strike by the black Food and Tobacco Union workers in Charleston, South Carolina. "We Shall Overcome" expresses the singers' belief that someday the obstacles of freedom will be overcome. It was introduced to the Civil Rights struggle in 1960 in Nashville. Three thousand people had marched to the courthouse in support of the sit-ins and to protest the bombing of the home of Z. Alexander Looby, a black lawyer. Guy Carawan, sitting at the base of the courthouse steps, took out his guitar and began playing "I'll Overcome Someday." By the time he started singing it he had changed the words somewhat to "We Shall Overcome..." The words were easy to pick up and soon the entire crowd was singing. The Movement had its anthem and it spread. Guy Carawan taught freedom songs to civil rights activists throughout the South during the late 1950's and early 1960's. It was an honor for our group to meet with Guy and Candy Carawan at the Highlander Center. During the March on Washington in August 1963 more than 200,000 blacks and whites gathered from across the nation in an effort to increase public awareness of racial inequality and pressure Congress to pass civil rights legislation. Marchers joined hands and sang "We Shall Overcome" as they approached the Lincoln Memorial. The song had become shorthand for the movement

itself. President Johnson incorporated its lyrics into his speech supporting voting rights legislation in 1965. "It's wrong - deadly wrong to deny any of your fellow Americans the right to vote...We have already waited one hundred years and more, and the time for waiting is gone...We shall overcome!" Later, in 1989, striking miners at the Pittston coal company used the song, as did Chinese students in Tienanmen Square. South Africans used it in the struggle against Apartheid. And, at the September 23, 2001 memorial service for those who perished on September 11. New Yorkers at Yankee Stadium and people watching at home on television heard the Harlem Boys and Girls Choir sing "We Shall Overcome." "We Shall Overcome" is in the hymnal of the United Methodist Church.

The most recognized of all freedom songs was "We Shall Overcome" but it doesn't stand alone as a testament to the determination of black Americans to end segregation. The core of freedom songs during the Civil Rights movement came from the traditional songs of black culture telling their story of oppression. But it was groups like the CORE Singers (Congress of Racial Equality) and the SNCC Freedom Singers (Student Nonviolent Coordinating Committee) that spread the motivating words throughout the South. The song "Oh Pritchette, Oh Kelly" was an adaptation of the spiritual "Rockin Jerusalem" to address the struggle in Albany, Georgia during late 1961. After the Freedom Rides of May 1961 the Interstate Commerce Commission ruled that as of November 1, 1961, interstate transportation would be fully integrated. Albany would not comply so SNCC field secretaries began to organize demonstrations against segregated bus and train stations. By mid December over seven hundred demonstrators had been arrested. The songs called for Pritchett and Kelly to "Open them cells. I hear

God's children crying for mercy. Lord, I hear God's children praying in jail." In Albany Laurie Pritchett was chief of police and Asa Kelly was mayor.

The song "Woke Up This Morning with My Mind on Freedom" was also sung during struggle in Albany but first lifted spirits during the mass meetings held to sustain the Montgomery Bus Boycott in 1955. It was based on the gospel hymn, "Woke Up This Morning with My Mind Stayed on Jesus."

"Ain't Gonna Let Nobody Turn Me Around" was sung by students protesting segregated facilities in Nashville. One participant remembers, "That's the one song everybody knew, so that song was sung more than the others." The song was changed to fit the situation in different cities. In Albany, 1962, an injunction was issued by the federal courts banning demonstrations. The reading of the injunction caused a musical response. "Ain't gonna let no injunction turn me around." In Birmingham, "I ain't gonna let Bull Conner turn me around!" Bull Conner was the commissioner of Public Safety in Burlington. Another song, "Your Dog Loves My Dog," grew out of the Nashville sit-ins. Written by activists James Bevel and Bernard LaFayette, it tells a parable of two boys living next door to each other but couldn't play together because of the color of their skin. Their dogs, however, did play together. The song asks, "If dogs can play together, why can't we?"

On May 5, 1961 the Freedom Riders began to protest segregation of public transportation facilities. The biracial groups left Washington on Trailways and Greyhound buses. They faced an angry mob in Rockville, South Carolina but in Anniston, Alabama one bus was firebombed and the riders were attacked and beaten by another mob. There were riots when the riders entered Montgomery. On May 24 the

National Guardsmen of Alabama and the state police of Mississippi took the Freedom Riders to Jackson where they were jailed. "Oh Freedom" was taken along on the rides and to the jails. "Oh Freedom" was used as a marching song during the Atlanta race riots of 1906. In the 1930's the lyrics were changed and it was used by organizers of the Southern Tenant Farmers Union. Activists familiar with the tradition of singing during the labor movement of the 1930's and 1940's changed the lyrics again and brought the song to the sit-ins, freedom rides, and mass meetings. "No segregation over me - before I'd be a slave I'd be buried in my grave and go home to my Lord and be free - No more shooting over me - Not more burning churches, no more burning churches over me - No more Jim Crow, no more Jim Crow over me!"

The events in Birmingham 1963, and Selma 1965, were pivotal in winning worldwide support for the civil rights cause. Television brought the events at Kelly Ingram Park, Sixteenth Street Church and Edmund Pettus Bridge right into our homes. In Birmingham, "We're Marching On to Freedom Land" and in Selma, "Governor Wallace" inspired marchers and the world.

The Civil Rights Movement era sends an important message to our students today. Don't allow bigotry, racism and prejudice to govern us like it did in the one hundred years following the Civil War and before. Some might say that something like that could never happen again, that America has changed. But look at the struggle it took to finally wake America up and, have we changed completely? Beliefs and ideals rooted in hate still exist. Our young people must be aware of the consequences this can lead to and the human suffering it can cause. The seed of intolerance can not be nurtured and allowed to grow. Hate is dangerous and it is everyone's responsibility to recognize it,

stop it, and foster change. This is the benefit gained by studying the Civil Rights Movement. What could be more important?

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Lesson Plan Outline

Unit: Civil Rights

Lesson Title: A Time For Justice part 1

Grade Level: 8

Essential Questions related to Final Theme:

What were the goals of the Civil Rights Movement?

What were the Strategies of Movement participants?

Why Did the Civil Rights Movement Succeed?

Lesson Time: 50 minuets

Curriculum Standards--list:

6.01 Recognize the impact of individual and group decisions on citizens and communities.

6.02 Understand how groups can impact change at the local, state national and world levels.

Materials: The Video, A time For Justice

Activity description and overview of instructional strategies:

1. Introduce the videotape, A Time for Justice by reading the following: (7 min)

"Imagine being unable to eat or sleep in most restaurants and hotels: being unable to sit where you wanted in a movie theater; having to sit in the back when you boarded a bus, even an empty one: being forced to attend an inferior school; and even being forbidden to drink from certain water fountains. These were the facts of everyday life for all the black people in t he Southern part of the United States as recently as 1960. They were citizens of a country founded on the principal that all men were created equal. Yet, they were treated unequally, and declared unequal by the law."

In the middle of the 1950's, a movement of ordinary women and men rose to challenge this way of life. using boycotts, marches, and other forms of protest, they ultimately forced the South to end its peculiar system of legalized segregation. They succeeded because in a democracy, when the people speak, the government must listen."

The video you are about to see will describe the conditions that blacks were forced to live under the South, and the risks they took to win equality. the pictures you'll see are actual historical photographs. The voices you'll hear are those of people who participated in the movement. As you watch, pay attention to the kinds of obstacles people were up against, and ask: what values were so important that they were willing to die for them?"

2. Watch the vide, A Time for Justice. (38 min)

3. Do a short discussion on what the children remember and felt about the video. (5 min)

Supporting Assignment/Homework:

Write a one page paper on the following question:

Given the chance to participate in any of the events of this movement, which events would you participate in and why?

Assessment:

Students will be graded on participation in discussions.

Students will be graded on homework essay.

Lesson Plan Outline

Unit: Civil Rights

Lesson Title: A Time For Justice Part 2

Grade Level: 8

Essential Questions related to Final Theme:

What were the goals of the Civil Rights Movement?

What were the Strategies of Movement participants?

Why Did the Civil Rights Movement Succeed?

Given the chance to participate in any of the events of this movement which would you participate in? What would you have done?

Lesson Time: 50 minuets

Curriculum Standards--list:

8.4.tpi.11. distinguish between rights and privileges of the individual.

8.5.tpi.17. interpret a historical event from multiple perspectives.

8.4.tpi.12. evaluate the role of government in balancing the rights of individuals versus the common good.

6.01 Recognize the impact of individual and group decisions on citizens and communities.

6.02 Understand how groups can impact change at the local, state national and world levels.

Materials: Handout activity sheet/group work

Activity description and overview of instructional strategies:

1. Review Questions that were presented in A Time For Justice Part 2.

a. What were the goals of the movement?

(The goals were to desegregate schools, buses, restaurants, and other public

accommodations; to freely exercise the right to vote; and to win protection against indignation, harassment and violence- in general, to gain full and equal rights for black citizens.)

b. What were the strategies of movement participants?

(They used boycotts, marches, sit-ins, mass meetings, and lawsuits. All of their strategies were based on nonviolence.)

c. Why did the movement succeed?

(The movement succeeded because it was based on the fundamental constitutional principles that all men are created equal and every citizen has a say in the democratic process. The movement had a great leader and a large, committed following. The contrast between the nonviolence of the protesters and the injustice that they had to endure generated support for the movement. Most importantly, it succeeded because of individual commitment; the activists' willingness to risk their lives dramatized the importance of their cause and won them support from citizens throughout the country.)

d. Given the chance to participate in any of the events of this movement, which events would you participate in and why?

2. Next Divide the class into groups and give them instructions.

"A skating rink in your own town refuses to admit black customers. Your group includes blacks and you are determined to access to this skating rink. I, as teacher, will take the role of the rink owner and I will try to resist all your efforts to integrate my business. To succeed, you must develop specific strategies for integration based on the techniques you saw civil rights activists use in the film yesterday. On your worksheet, you'll list reasons, methods, and arguments to use against me.

Brainstorm as a group to come up with these lists, and then pick the most effective arguments. Groups that come up with the most complete, creative strategies and the most convincing arguments will win the right to skate in my rink. You'll have fifteen minutes to plan your strategy. But be prepared for a fight! I won't back down easily."

3. Hand out activity sheet to guide groups in their strategy sessions. Allow them 15 minutes to prepare their case.

4. Have each group make their own arguments, based on their answers to the questions. Challenge the answers with opposing points, and allow them to respond. Here are some possible arguments and counter-arguments.

a. Why should blacks be admitted to the skating rink?

(Protesters: It's a recreational facility that is open to the public, and therefore should be

open to all citizens. Racial exclusion perpetuates racism and misunderstanding; it robs whites and blacks of the opportunity to socialize and improve communication channels it's demeaning and insulting to blacks; it violates the principles of democracy and fairness.)

(Owner: I have the right to operate my business the way I want to, and I can exclude anyone I feel like might be a threat to my business. Whites want a place to go where they can associate with white people of their own kind. The purpose of the business is recreation, not social change; it's not insulting to minorities-they can start their own skating rink.)

b. What methods would you use to try and integrate the rink?

(Protesters: Organize supporters of the cause, issue private appeals to the owner, hand out petitions, file a lawsuit, ask for U.S. Justice Department investigation, boycott the business, develop TV ads, slogans, press release, signs, picket lines, mass meetings, sit-ins, negotiations with the rink owner.)

(Owner: Listen to the milder forms of protest making promises, but begin to retaliate with organized opposition when the movement gains publicity. When the movement begins to hurt your business, you finally agree to negotiate.)

c. If you succeed in getting the attention of the skating rink owner, which points would you make in a meeting with him, to try and convince him to integrate his business?

(Protesters: Appeal to progress and democracy, tell him he can set an example for others, persuade him that integration will help all business, and that it will help his business, and that it will help the community overall. Threaten to continue protests, boycotts, and pickets and demonstrate that your group is committed to forcing a change even at great personal risk.)

(Owner: You consider the philosophical and economic arguments, but the threat is more convincing; you remember the yearlong bus boycott in Montgomery in 1955, and you know that ordinary people can have an enormous impact if they are committed.)

5. After each group has made its case, decide which, if any, have forced you to integrate the rink. Explain which strategies and arguments were the most convincing, emphasizing the importance of nonviolence and personal commitment-the ones who are the most committed to the cause are also more convincing.

6. Compare the classroom activity and its outcome with the sit-ins, freedom rides, and boycotts of the 50's and 60's.

7. End with a discussion about how far the Civil Right's activists were willing to go.

(They were willing to be wounded or killed, but they were not willing to use violence against others.)

Supporting Assignment/Homework:

Write a reflective journal on how far you would be willing to go for Civil Rights. Encourage students to be realistic and honest with themselves.

Assessment:

Students will be graded on participation in discussions and debates.

Students will be graded on their thoughtfulness in their journal.

Lesson Plan Outline

Unit: Civil Rights

Lesson Title: If "Jim Crow" Was Still Here

Grade Level: 8

Essential Questions related to Final Theme:

How would you feel and react if you were living in a society in which you were completely vulnerable to "Jim Crow" laws.

How would you react if you were living in a society in which you witnessed people being hurt by "Jim Crow" laws?

Speculate on why Jim Crow laws were put into place from Reconstruction to the 1960's. What did the Jim Crow laws replace coming out of the Civil War and Reconstruction?

Lesson Time: 50 minutes

Curriculum Standards--list:

8.4.tpi.11.distinguish between rights and privileges of the individual.

8.5.tpi.17.interpret a historical event from multiple perspectives.

8.4.tpi.12.evaluate the role of government in balancing the rights of individuals versus the common good.

Materials:

Activity description and overview of instructional strategies:

1. Begin the class with a 5 minute review on "Jim Crow" Laws dating from the 1880's to the 1960's.

In the discussion make sure the children understand that Jim Crow laws were put in place to keep whites and blacks segregated. Emphasize that Blacks were subject to legal punishment and that Jim Crow Laws were so firmly intertwined with Black Americans that they could influence everything from life or death situations and marital status to where one would eat or play pool.

2. Next, hand out the paper with the following scenarios:

(These scenarios are taking Jim Crow Laws and placing them in the present day lives of

the children.)

Scenario 1: You are going to college and decide to live with your best friend in a college dorm room. You are white, your best friend is black. You move in together. The police find out. You are both put in jail for two months and fined. You are forced to drop out of school because of your imprisonment and after getting out of jail go home to work a minimum wage job.

Louisiana State Law: Any person...who shall rent any part of any building to a negro or a negro family when such a building is already in whole or in part in occupancy by a white person or white family, or vice versa, when the building is in occupancy by a negro person or negro family, shall be guilty of a misdemeanor and on the conviction thereof shall be punished by a fine of not less than twenty-five nor more than a hundred dollars or be imprisoned not less than 10, or more than 60 days, or both such fine and imprisonment in discretion of the court.

How has this changed your life?

Scenario 2: You are sitting around with your father watching *The Apprentice* on television one evening. Your father gets up to get a drink of water because he is not feeling well. During a commercial break you go to check on him and find him sprawled on the floor. You call 911, but they will not help you. They say that all the ambulances fit for your race are not running and that you are out of luck. You manage to drag your father to the car and drive as fast as you can to the emergency room. When you get there you are told that there you are not allowed in the hospital because of your race. By the time you get back to the car, your father is dead. Jim Crow has just killed your father.

How does this make you feel and react? How would you feel if you were working in the hospital as a receptionist and witnessed this? how would you feel as a nurse or doctor as you witnessed this?

Maryland State Law: All railroad companies and all persons running or operating cars or coaches by steamboat on any railroad line or track in the State of Maryland for the transportation of passengers are hereby required to provide separate cars or coaches for the travel and transportation of the white and colored passengers.

Alabama State Law: No person or corporation shall require any white female nurse to nurse in wards or rooms in hospitals, either public or private, in which negro men are placed.

Scenario 3: You are an upstanding, wealthy businessman with three beautiful daughters and a lovely wife. You come home from work one day to find your youngest daughter who is now 18 crying. She tells you she is pregnant and that she is in love and wants to get married. You ask who the father is and she tells you the name. You recognize the name immediately; it is the name of your "colored help" who works on the landscape. You and your family are now completely disgraced, not only did this happen to your

daughter, but with colored yard help! You force your daughter to tell everyone she was raped by the man. The next morning the man is found lynched in a tree.

Why did you make your daughter lie about the man she loved? How would you feel if you were the daughter? How would you feel if you were the black boy's mother? How would the African American community react?

Florida State Law: All marriages between a white person and a negro, or between a white person and of negro descent to the fourth generation inclusive, are hereby forever prohibited.

Scenario 4: You and your friends are all going out to eat. All of your friends are white and you are not. They all go in to eat, and you have to go eat in the back, on the outside tables. It is freezing cold but you wait there until your friends are done. When they are done, you all go to play pool. Again, you are not allowed, so you just go home.

How does this make you feel? How do you react?

Alabama State Law: It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white people and colored persons are effectively separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment.

Alabama State Law: It shall be unlawful for a negro and white person to play together or in company with each other at any game of pool or billiards.

3. Place the children in groups of 4 and have them read and discuss the scenarios amongst each other. Allow the children 25 minutes. As the children read and discuss, walk around and drop in on the discussions, asking the children questions about their feelings and thoughts.

4. After the allotted time, ask the children to come back together for a full classroom discussion. Begin by asking the children about what shocked them about the Jim Crow laws discussed and ask them what they would have done differently or similarly in the scenarios. Make the children think about the positions coming from all the different points of view in each perspective.

At the end of the discussion ask the children why Jim Crow laws were in place. Make sure to talk about "order" in the classroom and present the situation from the white perspective coming out of Reconstruction. Ask the children what function these laws served and try to push the children to the realization that these laws kept order in the "white person's" life after the 13th amendment had been made to the Constitution. Though slaves were technically free, "Jim Crow" laws were put into place as a replacement slavery to keep order in the white person's society. End by talking about how only through the Civil Rights Movement (in the 1960's) were the 13th, 14th, and 15th

amendment truly able to be fulfilled.

Supporting Assignment/Homework:

Ask your grandparents or elderly people in the community about any "Jim Crow" laws they remember. Write two paragraphs on their response.

Assessment:

Students will be graded on participation in discussions.

Lesson Plan Outline

Unit: Civil Rights

Lesson Title: Selma's Role in the Voting Rights Movement

Grade Level: 8

Essential Questions related to Final Theme:

How blacks were denied the right to vote, even though the law technically stated that they could?

What kind of frustration did blacks feel when they tried to exercise their right to vote?

Lesson Time: 50 minutes

Curriculum Standards--list:

4.05 Understand the rights, responsibilities, and privileges of citizens living in a democratic society.

4.06 Understand the role the Constitution of the United States plays in the lives of Americans.

Materials: Vocabulary:

Discrimination

Equality

Freedom

Prejudice

Segregation

Activity description an overview of instructional strategies:

Hold a mock election in which students have to register to be allowed to vote. Only allow a small percentage of the class to attempt to register. Tell the rest that they will have to wait until the next election to register. Then ask the first group of students a couple of questions that are difficult for anyone to know the answer to such as:

How many brothers and sisters does your teacher have?

Tell what year the oldest building on the school campus built.

Also include a question that everyone knows the answer to, but when they answer, tell them they are wrong. Tell only a small percentage of this group that their answers were correct, and they are registered to vote. Tell the rest of the students who register that their answers are wrong and they cannot register to vote. The registered voters will then make the decisions for the entire class that will only benefit them. Discuss with the class how whites kept blacks from voting in Selma and other cities in the South. Ask them to explain how they felt when they were told they could not register to vote. Also have them tell how they felt when the minority of the class was making decisions for them.

Supporting Assignment/Homework:

Write an essay on why it is so important to participate in voting.

Voting Rights Timeline

Selma's Role in the Voting Rights Movement Questions

Assessment:

Students will be graded on participation in discussions.

Lesson Plan Outline

Unit: Civil Rights

Lesson Title: Martin Luther King Jr.

Grade Level: 8

Essential Questions related to Final Theme:

In what major ways did Martin Luther King influence the Civil Rights movement and in what ways was he able to gain such a large influence?

Lesson Time: 50 minutes

Curriculum Standards--list:

8.1.tpi.11. Chart the perspectives of various cultural groups in American History regarding social, economic, and political ideas.

4.04 Discuss how cooperation and conflict among people influence the division and control resources, rights, and privileges.

8.4.tpi.17.research conditions, actions, and motivations that contributed to conflict and cooperation between states, regions, and nations.

Materials: Worksheet to be handed out and writing utensil.

Activity description and overview of instructional strategies:

1. Begin the class with a 30 minute discussion of Martin Luther King Jr. and his role in Civil Rights. Use attached information for guideline.

Make sure the children understand the society that King lived in that caused to him to believe and act the way he did. Make sure and discuss King's personal life as well as the laws and movements surrounding him. Discuss how King single-handedly changed and influenced history by challenging the U.S.'s laws and systems on race.

2. Hand out the attached worksheet with fill in the blanks about Martin Luther King.

Supporting Assignment/Homework:

Ask your grandparents or parents if they remember Martin Luther King and what they thought about him at the time. Ask them if their view has changed. Write a one page essay on your findings. (If you do not have relatives that remember ask other people in the community.

Assessment:

Students will be graded on participation in discussions.

Martin Luther King Jr.

Martin Luther King Jr. lived his life as a man of peace. Around him violence was common. Many people felt the only way to change things was by force. King proved them wrong. He lived his life much as Gandhi of India lived his. King's life ended as did Gandhi's. Like Gandhi, Martin Luther King, Jr., made great changes during his life.

King was born January 15, 1929 in Atlanta, Georgia. His father was a Baptist minister. From Martin's earliest memory his father was against segregation. This was a way of living in which white people lived differently than did black people. Certain places were for whites only. When Martin went to school, he went to a school for only black children. While Martin was young, his father took him to a shoe store. Black people had to sit at the back of the store. Martin's father left without buying shoes. Martin always remembered that day.

After high school Martin went to Morehouse College in Atlanta. He decided to become a minister. When he finished college, he became an assistant to his father. A few months later he went to a religious college named Crozer in Pennsylvania. From there he went to Boston University to study for his doctorate. It was at Boston he met his wife. Her name was Coretta. She was from Alabama. Coretta planed to become a concert singer. Instead in 1953 she married Martin. From then on she shared his hardships and victories. King became pastor of the Dexter Avenue Baptist Church in Montgomery. He finished work on his doctorate and in 1955 became Dr. King. The same year he became involved in his first protest. In Montgomery white people sat in the front of the buses. A black person had to give up the seat if a white wanted it. On December 1, 1955, Rosa Parks would not give up her seat. She was taken to jail. The next day Dr. King and others planned a boycott. They asked the Negroes not to ride the buses. The boycott worked. Negroes walked. The buses were empty. The boycott went on. Dr. King's home was bombed. Still Dr. King called for peace. Over a year later the boycott ended. The United States Supreme Court ruled it was illegal to segregate buses in Montgomery.

Dr King became a powerful speaker. He traveled to other countries as well as across our nation. His first book was popular. In September, 1958, he was in New York City to autograph book copies. Without warning a woman stabbed him with a letter opener. For days his life was in danger. When he recovered, he decided to move to Atlanta. There he would preach at Ebenezer Church. He would also direct the Southern Christian Leadership Conference. Dr. King and other ministers had formed this group to work for equal rights.

Not long after Dr. King went to Atlanta a new crusade began. In Greensboro, North Carolina, fur Negro students were refused service at a lunch counter. They did not leave. Instead they began a sit-in. The idea spread. All over the South Negroes sat-in at segregated lunch counters. Dr. King was arrested in Atlanta for his part in the sit-in. He was sentenced to a prison camp. John F. Kennedy was running for President at this time. He and his brother, Robert, helped get Dr. King out of jail. This caused many black people to vote for Kennedy in the election.

The sit-in spread to buses which traveled from city to city. Freedom Riders, both black and white, protested segregated busing. Civil Rights groups worked for equal rights. Sometimes they were in danger. Once a church filled with freedom riders met with Dr. King, a mob threatened to kill them. United States Attorney General Robert Kennedy sent federal officers to keep the peace.

In 1963 Dr. King led a peaceful march in Birmingham, Alabama. King and many followers went to jail. Children joined the marchers. Police and firemen turned fire hoses on the marchers. Newspapers and television showed the world what was happening. As a result of the crusade Negroes were given better jobs. Many public places were desegregated.

On August 28, 1963 Dr. King led his biggest march. It was a peaceful march in Washington D.C. Nearly all 200,000 Negroes and whites took part. It was a great request for civil rights.

Dr. King became a world leader. Time magazine voted him "Man of the Year" in 1963. In 1964 Dr. King won the Noble Peace Prize. This same year the Civil Rights Act became law. Dr. King had shown that peaceful protest worked.

Next Dr. King worked for voting rights for Negroes. He had 50,000 marchers to the state capital in Alabama. A few months later the Voting Rights Act was passed. Dr. King's crusades went on.

On April 3, 1968 Dr. King was in Memphis, Tennessee. He was there to ask for the better wages and working conditions. The next day he made plans for a second march. That afternoon he was shot and killed by man named James Earl Ray. King's four children were now fatherless.

At his funeral 20,000 sorrowful people marched through the streets. King's casket was carried in a farm wagon pulled by two mules. Thus a great man was buried in a simple way. Though Dr. King is dead his ideas are still alive. He tried to make the United States a better place for everyone.

Notice the numbers under some of the letters in the title for this puzzle below. After each question are some blanks. Each blank stands for a letter. Some blanks have numbers under them. These numbers stand for the letters in the puzzle title. Fill in the numbered blanks first. Then finish your answer. Every 1 stands for the letter A. Every 2 stands for M and so forth.

A Man of Peace

1 2 3 4 5 6 7 8

Questions:

1. In what city was Martin Luther King, Jr. born? _____

1 1 3 1

2. In what city was he killed? _____

2 7 2 6

3. In what city did he organize a bus boycott? _____

2 4 3 4 2 7

4. In what city did the sit-ins begin? _____

7 7 3 4 4

5. In what city were fire hoses turned on marchers? _____

2 3 1 2

6. In what city did Dr. King lead his biggest march? _____

1 3 3 8

7. What college did Martin Luther King, Jr. attend in Atlanta? _____

2 4 7 4 7

8. What college did he go to in Pennsylvania? _____

8 4 7

9. At which university did he earn his doctorate? _____

4 4 3