

Wright State University

**CORE Scholar**

---

Gateway to Dayton Teaching American History:  
Citizenship, Creativity, and Invention

Local and Regional Organizations

---

2005

## **Dayton Public Schools 9th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 8: American History 1950-1960**

Dayton Public Schools

Follow this and additional works at: <https://corescholar.libraries.wright.edu/dtah>

---

### **Repository Citation**

(2005). Dayton Public Schools 9th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 8: American History 1950-1960. .  
<https://corescholar.libraries.wright.edu/dtah/41>

This Book Chapter is brought to you for free and open access by the Local and Regional Organizations at CORE Scholar. It has been accepted for inclusion in Gateway to Dayton Teaching American History: Citizenship, Creativity, and Invention by an authorized administrator of CORE Scholar. For more information, please contact [library-corescholar@wright.edu](mailto:library-corescholar@wright.edu).

---

## Table of Contents

### Grade 9

#### Introduction

- Acknowledgements 1
- How to Use This Guide 2-5
- Primary and Secondary Sources 6-7

#### Units

- Unit 1: 1877-1900 8
- Unit 2: 1900-1910 Industrialization & Labor 40
- Unit 3: 1900-1910 Immigration & Urbanization 72
- Unit 4: 1900-1920 98
- Unit 5: 1920-1930 126
- Unit 6: 1930-1940 137
- Unit 7: 1940-1950 151
- **Unit 8: 1950-1960** 172
- Unit 9: 1960-1970 194
- Unit 10: 1970-1980 223
- Unit 11: 1980-Today 243



**INTRODUCTORY LESSON**  
**A 1950s Kind of Day (2-3 days)**



Standards: Benchmarks: Indicators	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>F. Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance:</b></p> <p><b>12. Explain major domestic developments after 1945 with emphasis on:</b></p> <p><b>a. Postwar prosperity in the United States;</b></p>	<p><b>Core Activity</b></p> <p>Students will review how life in 1950s America was changed by the cessation of war and the return of veterans. They will explore new roles that men and women adhered to. They will also understand how society changed as television ownership and popularity grew. A group activity at the end of this lesson will help students to analyze firsthand how advertisers affect society in the way that they market their products.</p> <p>Find the entire activity on the Web site: <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=7293">http://www.uen.org/Lessonplan/preview.cgi?LPid=7293</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>Baby Boom, Cold War, Korean Conflict, rock 'n' roll, rpm</p>

**Differentiated Learning**

*Enrichment Activity:*

- The use of technology in this lesson plan is essential for displaying the primary source documents and footage that are necessary in demonstrating the advertising and cultural norms of the 1950s. Most of the studio pictures (such as the cast photos from *Leave it to Beaver*, and *I Love Lucy*), magazine cover, advertisements and original footage that are used in the PowerPoint presentation are not easily reproducible. These resources are not available for reproduction in slide, transparency or good quality paper copies.
- Through using PowerPoint presentation, students are presented with a clean, attention-grabbing and informative lecture that would not be as effective if the educator were using chalk and chalkboard to discuss his/her points. This PowerPoint is able to link educators to useful Web sites at the click of a button and illustrates points with action that an educator could not reproduce on the board.

*Additional Instruction:*

- Go to the local or school library and check out many 1950s yearbooks. Show students the types of clothing worn. Explain the roles of men versus women at this time. You could also try to find 1950s home economics books which show that women were learning how to cook, clean, etc. for husbands later in life. With this, show clips from the movie *Pleasantville*, directed by Gary Ross, New Line Cinemas, 1998, relating to men and women's roles, and "suburbia."



## Examining 1950s Prosperity (1 day)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>F. Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance:</b></p> <p><b>12. Explain major domestic developments after 1945 with emphasis on:</b></p> <p><b>a. Postwar prosperity in the United States;</b></p>	<p><b>Core Activity</b></p> <p>Scroll down the lesson plan to Day 138 (p.116-118) and have students discuss the effects that this prosperity had on American society and culture. Write generalizations about the changes in American life in the 1950s.</p> <p>Find the entire lesson on the Web site:  <a href="http://intranet.cps.k12.il.us/Lessons/StructuredCurriculumTOC/SCSocial_Science/Grade_8_Social_Science_Daily_L/SCSS8G2/SS8G136141.pdf">http://intranet.cps.k12.il.us/Lessons/StructuredCurriculumTOC/SCSocial_Science/Grade_8_Social_Science_Daily_L/SCSS8G2/SS8G136141.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>prosperity, culture, mass marketing, mass-produced housing</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Challenge students to draw a political cartoon describing the phrase “middle of the road” as it relates to Eisenhower’s policies.
- Challenge students to elaborate on reasons why they feel the events discussed in the lesson led to a cooling or warming of relations between the superpowers.
- Challenge students to describe two major changes that occurred in the 1950s due to economic growth and prosperity.
- Challenge students to describe the link between television and consumer spending in the 1950s.
- Challenge students to search for a poem written about current social problems such as poverty, drugs, and violence. Ask them to mount the poem on a letter-sized sheet of paper and find photographs or drawings to illustrate it.
- Challenge students to create a world map that shows the hot spots of foreign policy during the Eisenhower administration.

#### *Additional Instruction:*

- Ask students to make at least six generalizations about how life changed for Americans in the 1950s. Then have them write a supporting sentence for each generalization.

- Have small groups of students discuss and rank changes in the 1950s. Ask each group to write a statement about which development they think had the greatest and most lasting influence on American life. Invite groups to share their comments.

**Informal Assessment**

Clearly marked assessment in the lesson.



**Telegram from Senator Joseph McCarthy to President Harry S. Truman (1-4 days)**

Standard: Benchmark: Indicator	Suggested Activity/Lesson	Vocabulary
<p><b>History:</b></p> <p><b>F. Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance:</b></p> <p><b>12. Explain major domestic developments after 1945 with emphasis on:</b></p> <p><b>b. McCarthyism;</b></p>	<p><b>Core Activity</b></p> <p>Holding up a piece of paper, McCarthy claimed to have in his possession information proving that more than 200 employees in the State Department were card-carrying members of the Communist Party. The charge--never substantiated--grabbed headlines at a time when friction with the Soviet Union and fear of communist subversion were growing in the country. Students examine this fearful time in history.</p> <p>Find the entire activity on the Web site:  <a href="http://www.archives.gov/digital_classroom/lessons/mccarthy_telegram/mccarthy_telegram.html">http://www.archives.gov/digital_classroom/lessons/mccarthy_telegram/mccarthy_telegram.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>communism, internal subversion, espionage, perjury</p>

**Differentiated Learning**

*Enrichment Activity:*

- Assign students to research and report on one of the following:
  - a. The relationship between President Truman and Senator McCarthy from the time of the telegram until Truman left office in 1953.
  - b. The effects of the McCarthy “witch hunt” on the life of a famous American who was blacklisted following the investigation.
  - c. The relationship between McCarthyism and Arthur Miller’s play *The Crucible*. Collaborate with a language arts colleague to develop interdisciplinary activities on this topic.

*Additional Instruction:*

- Discuss the meaning of the terms espionage, perjury, blacklisted.
- Discuss why the House Committee on the Un-American Activities (HUAC) focused on the entertainment industry. Ask, “Why do you think some Americans feared communist influence in movies, radio, and television? Have students research and report on the entertainment figures who testified before the committee and those who were blacklisted.

## **Additional Resources**

### *Supplemental Texts:*

- Manchester, William. *Glory and the Dream: A Narrative History of the United States 1932-1972*. New York: Bantam, 1974.
- Rosenberg, Norman L. and Rosenberg, Emily S., *In Our Times: America Since World War II*. Englewood Cliffs, NJ: Prentice Hall, 1991.
- National Archives and Sirs, Inc., *The Truman Years 1945-1953*  
<http://www.archives.gov/education/lessons/mccarthy-telegram/>
- National Archives and Sirs, Inc., *Peace and Prosperity 1953-1961*  
<http://www.archives.gov/education/lessons/mccarthy-telegram/>



## Propaganda-Name Calling (1 day)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>F. Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance:</b></p> <p><b>12. Explain major domestic developments after 1945 with emphasis on:</b></p> <p style="padding-left: 40px;"><b>b. McCarthyism;</b></p> <p><b>Citizenship Rights and Responsibilities:</b></p> <p><b>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights or others, and the common good.</b></p> <p><b>3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:</b></p> <p style="padding-left: 40px;"><b>d. Libel or slander;</b></p>	<p><b>Core Activity</b></p> <p>In this lesson, students identify examples of name-calling—associating a person or group with a negative image. The lesson can be done without visiting the museum—only using the Michigan Communist Control Law reference.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-53647--00.html">http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-53647--00.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>libel, slander, subversives, Commie, Pinko, Red, blacklist, civil rights, congressional hearing, The Left, left-wing ideologist, loyalty oath, name calling, propaganda, stereotype, witch hunt</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Have students create a chart comparing the U.S. government's response to the Red Scare during the Cold War with its response to the Red Scare following WWI.
- Imagine you are a court reporter at either the Hiss trial or the trial of Ethel and Julius Rosenberg. Write a letter to a friend abroad explaining the significance of one of the trials.

#### *Additional Instruction:*

- Discuss with students what is meant by McCarthy's "communist witch hunt" and how this was looked at as a witch hunt.

### Additional Resources

#### *Supplemental Texts:*

- Dieterich, Daniel Ed., *Teaching about Doublespeak*. Urbana, IL: National Council of Teachers of English, 1976.

- Goodwin, Doris Kearns. *Wait Till Next Year: A Memoir*. NY: Simon & Schuster, 1997. (Especially pages 179-183 the author's childhood during the Army-McCarthy hearings. Read the pages aloud to the class—or listen to that part of the story from the audiobook, also available.)
- Ranville, Michael. *The Case Against Milo Radulovich (Part One)*. [Michigan History Magazine](http://www.michiganhistorymagazine.com/backissu.html), <http://www.michiganhistorymagazine.com/backissu.html> Vol. 79(1) (Jan/Feb 1995), 10-19.  
— *The Case Against Milo Radulovich, Part Two*. [Michigan History Magazine](http://www.michiganhistorymagazine.com/backissu.html), Vol. 79(2) (Mar/Apr 1995).  
— *To Strike at a King: The Turning Point in the McCarthy Witch Hunts*. Troy, MI: Momentum Books, 1997.
- Sawtelle, Lynnda H. *McCarthyism and the First Amendment*. *Cobblestone* ("Our First Amendment: Free Speech" issue), January 1998, pp. 26-28.
- Seldes, George. *The Facts Are: A Guide to Falsehood and Propaganda in the Press and Radio*. NY: In Fact, Inc., 1942.

### **Informal Assessment**

Teachers can create their own assessments based on the lesson content.



## The Hollywood Blacklist (2-3 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>F. Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance:</b></p> <p><b>12. Explain major domestic developments after 1945 with emphasis on:</b></p> <p style="padding-left: 20px;"><b>b. McCarthyism;</b></p> <p><b>Citizenship Rights and Responsibilities:</b></p> <p><b>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</b></p> <p><b>4. Analyze instances in which the rights of individuals were restricted including:</b></p> <p style="padding-left: 20px;"><b>c. Intellectuals and artists during the McCarthy Era;</b></p>	<p><b>Core Activity</b></p> <p>Students can examine this Web site for a comprehensive look at how McCarthyism affected Hollywood and research one of the people listed and present to the class.</p> <p>Find the entire lesson on the Web site:  <a href="http://classicfilm.about.com/library/weekly/aa032899.htm">http://classicfilm.about.com/library/weekly/aa032899.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>blacklist, House for Un-American Activities Committee (HUAC), communist influence</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Linking Past and Present: Television played a key role in the downfall of Senator McCarthy. (And remember, this is one of the industries he targeted for his "witch hunt"). Give at least three examples of how television influences public opinion today.

#### *Additional Instruction:*

- After reading through the McCarthy Era section in your text, imagine you are a reporter. What three questions would you ask the Senator? Then, answer your questions, as though you are the senator, in the way he would have answered them. (Questions students could ask: Why did you want to fight communism? Did you have evidence? )

*Web Sites:*

- Blacklist  
<http://www.moderntimes.com/palace/blacklist.htm>
- HUAC and Censorship Changes  
<http://www.moderntimes.com/palace/huac.htm>
- Elia Kazan: Postage Paid  
<http://www.moderntimes.com/palace/kazan/>
- The World Socialist Web Site –  
<http://classicfilm.about.com/gi/dynamic/offsite.htm?site=http://wsws.org/articles/1999/feb1999/kaz1%2Df20.shtml> . A well-written anti-Kazan article entitled "Hollywood honors Elia Kazan: Filmmaker and Informer."
- On Elia Kazan's Lifetime Achievement Award –  
<http://reelclassics.com/Directors/Kazan/kazan-article2.htm>. Elizabeth's Reel Classics' pro-Kazan article about the Oscar awards ceremony.
- One in Ten: Adrian Scott and the Hollywood Ten –  
<http://reelclassics.com/Directors/Kazan/kazan-article2.htm>. An information-filled tribute to one of the Hollywood Ten from the Resource Center for Cyberculture Studies.
- PBS Documentary –  
<http://classicfilm.about.com/gi/dynamic/offsite.htm?site=http://www.pbs.org/newshour/bb/entertainment/july%2Ddec97/blacklist%5F10%2D24.html>. From 1997, entitled "Seeing Red," including an interview with Paul Jarrico.
- Salt of the Earth –
- <http://classicfilm.about.com/gi/dynamic/offsite.htm?site=http://www.organa.com/salt.html>. This Web site has information about the 1954 film, which was made by a group of blacklisted artists, including how to order it.



## The United States Enters the Korean Conflict (2 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>E. Analyze connections between World War II, the Cold War and contemporary conflicts:</b></p> <p><b>8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:</b></p> <p><b>c. The Korean War and the Vietnam War.</b></p>	<p><b>Core Activity</b></p> <p>Students investigate the decision to intervene in Korea, which grew out of the tense atmosphere that characterized Cold War politics.</p> <p>Find the entire activity on the Web site: <a href="http://www.archives.gov/digital_classroom/lessons/korean_conflict/korean_conflict.html">http://www.archives.gov/digital_classroom/lessons/korean_conflict/korean_conflict.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>containment, Kim Il Sung, Syngman Rhee, United Nations Security Council, "defense perimeter," "NSC 68"</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Explain to students that demilitarized zones between hostile nations or groups have been set up in other parts of the world. Have students work with partner to gather information about the current status of the DMZ of North and South Korea. They may also research other countries that have contained DMZ's such as Israel and Vietnam. Students can present their findings to the class.

#### *Additional Instruction:*

- Organize the class into small groups. Tell each group to create a timeline or graphic organizer that illustrates how developments in the Korean after WWII were part of the overall Cold War struggle between the SU and the U.S. over the spread and containment of communism. Have students from each group present and interpret its creation to the class. Then ask volunteers to summarize why Korea was divided.
- Have students create a flowchart that shows the course of the Korean War and at what points various fighting forces entered the war. Call on volunteers to present their flowcharts.



## Nuclear Fallout (1-4 days)

Standards: Benchmarks: Indicators	Suggested Strategies/Lessons	Vocabulary
<p><b>Social Studies Skills and Methods:</b></p> <p><b>B. Use data and evidence to support or refute a thesis:</b></p> <p><b>3. Analyze one or more issues and present a persuasive argument to defend a position.</b></p>	<p><b>Core Activity</b></p> <p>Students learn how drilling for nuclear war became a part of life's routine in the 1950s and, like fire drills today in the school, was taken very seriously.</p> <p>Find the entire lesson on the Web site: <a href="http://www.archives.gov/digital_classroom/lessons/nuclear_fallout_documents/nuclear_fallout.html">http://www.archives.gov/digital_classroom/lessons/nuclear_fallout_documents/nuclear_fallout.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Science</p>	<p>nuclear fallout, ideologies, civil defense, fallout shelter, "duck and cover"</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Invite students to imagine they are in a social studies class in the 1950s. Hold a "current events" discussion about proposals for a nuclear test ban. Remind students to keep in mind the Cold War tensions and nuclear anxieties of the time as they role play the class discussion. Conclude by having students in their 1950s role vote on whether they favor or oppose a ban on nuclear testing.

#### *Additional Instruction:*

- Have the students participate in a "duck and cover" drill. Afterwards, ask the students how "serious" a drill it was, but then ask if it would have really have protected you. Most likely at this point they will be laughing over the school actually thinking the students could be saved by this! If you can find the movie *Blast from the Past*, directed by Hugh Wilson, (1999; New Line Cinema), and then show students clips of it to show what a fallout shelter was and how people planned to live in them.

### Additional Resources

#### *Supplemental Text:*

- Judge, Edward H., and John W. Langdon. *The Cold War: A History through Documents*. New Jersey: Prentice-Hall, 1999.
- Schaller et al. *Coming of Age: America in the Twentieth Century*. Boston: Houghton Mifflin Company, 1998.

#### *Web Sites:*

- CNN Web Site -- Cold War Series at <http://cnn.com/SPECIALS/cold.war/>

### Informal Assessment

Teachers can create their own assessments based on the lesson content.



**New Kent School and the  
George W. Watkins School:  
From Freedom of Choice  
to Integration (3 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>F. Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance:</b></p> <p><b>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:</b></p> <p><b>a. <i>Brown v. Board of Education</i>;</b></p>	<p><b>Core Activity</b></p> <p>Students learn about the U.S. Supreme Court case that forced the integration of public schools and meet the individuals who experienced segregation, fought to dismantle that institution, and integrated the public school system of New Kent County, Virginia.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/104newkent/104newkent.htm">http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/104newkent/104newkent.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>Jim Crow, National Association for the Advancement of Colored People (NAACP), desegregation</p>

**Differentiated Learning**

*Enrichment Activity:*

- History of My School  
Segregation was largely a national problem; communities across the U.S. were affected by the civil rights movement and the fight over desegregation. At the same time, local, regional, and state factors greatly influenced communities' experiences with desegregation.
- If possible, have students use newspapers, yearbooks, and other primary materials to construct a history of their school or a school in their community from 1954-1970 (essentially from the *Brown* decision through the implementation of the *Green* decision). Students should then write a paper comparing the situation in their community and school with the situation in New Kent County, Virginia. Was the school segregated or integrated during this time period? How was the situation similar or dissimilar to that in New Kent County? What local, regional, or state factors might contribute to these similarities or differences? What, if any, physical differences existed between local schools and the New Kent schools, and what if any significance do those differences have in the history of segregation and desegregation?
- Investigate Dayton's desegregation order in the 1970s.

*Additional Instruction:*

Students will see how the Brown decision affected other schools.

1. View this site and answer the question.  
<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/crandall/crgetting.htm>
2. Use this site to get background information.  
<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/crandall/CRsetting.htm> . Only read "setting the stage"

3. *The Road to Educational Equality*. Referring back to the information in “Setting the Stage” ask students to circle the dates they find and underline the event(s) that occurred. Next, have students construct a timeline of events related to school desegregation that are connected to the Prudence Crandall Museum and Little Rock Central High School. Encourage them to use their textbooks or other sources to fill in any gaps. After the timelines are complete, hold a class discussion to explore some of the challenges faced by African Americans and white supporters in the struggle for integrated schools.

### **Additional Resources**

Video:

- *Remember The Titans*, directed by Boaz Yakin (CA: Disney Studios, 2000.)

### **Informal Assessment**

Teachers can create their own assessment based on the lesson content.



**Documents Related to  
Brown v. Board of Education (1-5 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>F. Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance:</b></p> <p><b>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:</b></p> <p style="padding-left: 20px;"><b>a. <i>Brown v. Board of Education</i>;</b></p> <p><b>Government:</b></p> <p><b>E. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions:</b></p> <p><b>1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:</b></p> <p style="padding-left: 20px;"><b>b. <i>Brown v. Board of Education</i>;</b></p>	<p><b>Core Activity</b></p> <p>Students examine this historic decision that marked the end of the "separate but equal" precedent set by the Supreme Court nearly 60 years earlier and served as a catalyst for the expanding civil rights movement during the decade of the 1950s.</p> <p>Find the entire activity on the Web site:  <a href="http://www.archives.gov/digital_classroom/lessons/brown_v_board_documents/brown_v_board.html">http://www.archives.gov/digital_classroom/lessons/brown_v_board_documents/brown_v_board.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>segregation,  <i>Plessy v. Ferguson</i>,            NAACP, ratify,            judicial restraint,            judicial activism</p>

**Differentiated Learning**

*Enrichment Activity:*

- Writing a legal argument: divide the class into groups and ask students to review the text of the Fourteenth Amendment. Then, ask each group to prepare an argument that Thurgood Marshall could have made to the Supreme Court in *Brown v Board*. Have each group choose a representative to present an argument to the class. Afterward, ask students to name the points that they considered to be the most effective.

*Additional Instruction:*

- Share this excerpt with students from the *Brown V Board* decision: "to separate (black students) from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in ways unlikely to ever be undone." Lead a discussion of what the comment means and how this Supreme Court decision reversed *Plessy v Ferguson*.

## **Additional Resources**

### *Supplemental Texts:*

- Dudley, M. E. *Brown v. Board of Education (1954)*. New York: Twenty-First Century Books, 1994.
- Forman, J. A. *Law and Disorder*. New York: Thomas Nelson, Inc., 1972.
- Goode, S. *The Controversial Court, Supreme Court Influences on American Life*. New York: Julian Messner, 1982.
- Koch, Kenneth. *Wishes, Lies, and Dreams: Teaching Children to Write Poetry*. New York: Vintage, 1970.
- Lawson, D. *The Changing Face of the Constitution*. New York: Franklin Watts, 1979.

**Brown Comes to Dayton (1 day)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>F. Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance.</b></p> <p><b>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:</b></p> <p style="padding-left: 20px;"><b>a. Brown v. Board of Education.</b></p> <p><b>People in Societies:</b></p> <p><b>B. Analyze the consequences of oppression, discrimination and conflict between cultures.</b></p> <p><b>4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19<sup>th</sup> century.</b></p> <p><b>Geography:</b></p> <p><b>C. Analyze the patterns and processes of movement of people, products and ideas.</b></p> <p><b>3. Analyze the geographic processes that contributed to changes in American society including:</b></p> <p style="padding-left: 20px;"><b>b. Urbanization and suburbanization.</b></p> <p><b>Government:</b></p> <p><b>A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.</b></p> <p><b>1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:</b></p> <p style="padding-left: 20px;"><b>b. Brown v. Board of Education.</b></p> <p><b>Citizenship Rights and Responsibilities:</b></p>	<p><b>Core Activity</b></p> <p>This lesson extends student knowledge about racism, segregation, busing and discrimination in education in the United States during the Civil Rights era of the 1950s-1970s. It investigates the 1954 Supreme Court case of <i>Brown v. Board of Education</i> and the effects of the decision in Dayton, Ohio. The teacher utilizes a simulation of discrimination based on the model of Jane Elliott's "Blue Eyes, Brown Eyes" in the classroom which illuminates the issues surrounding court-ordered busing at the time of strict racial desegregation de facto (without sanction of law) and de jure (according to law).</p> <p>Find the entire lesson on the Web site:</p> <p><a href="http://www.dps.k12.oh.us/academic/secsoc/americanhistory/images/brown.pdf">http://www.dps.k12.oh.us/academic/secsoc/americanhistory/images/brown.pdf</a></p>	<p>racism, segregation, busing, discrimination, <i>Brown v. Board of Education</i>, de facto, de jure</p>

**A. Analyze ways people achieve governmental change, including political action, social protest and revolution.**

**1. Describe the ways in which government policy has been shape and set by the influence of political parties, interest groups, lobbyists, the media and pubic opinion with emphasis on:**

**c. Civil rights legislation.**

**B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.**

**4. Analyze instances in which the rights of individuals were restricted including:**

**d. African-Americans during the civil rights movement.**

**Social Studies Skills and Methods:**

**A. Evaluate the reliability and credibility of sources:**

**1. Determine the credibility of sources by considering the following:**

**c. Recognition of stereotypes.**

**B. Use data and evidence to support or refute a thesis:**

**3. Analyze one or more issues and present a persuasive argument to defend a position.**

### **Differentiated Learning**

#### *Enrichment Activity:*

- Have all students interview a resident of Dayton at that time.
- Have students group and select an interview to visit and handle all arrangements including what questions the class will need to ask.

#### *Additional Instruction:*

- Have students pair up to share their interviews. Use this time to review how oral histories are an excellent primary source to use.

### **Additional Resources**

- Web site lists additional resources.

### **Informal Assessment**

Teachers can create their own assessments based on lesson content.



ACTIVITY

## School Days – Analyzing the Attitudes of High School Students Through Song (1 day)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>People in Societies:</b></p> <p><b>A. Analyze the influence of difference cultural perspectives on the actions of groups:</b></p> <p><b>2. Analyze the perspectives that are evident in African-American, American-Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States.</b></p>	<p><b>Core Activity</b></p> <p>The lyrics of 1957 hit record “School Days” by singer/songwriter Chuck Berry epitomized the attitudes of high school students of that time. Many would listen to the rock tune and say, “That’s just how my day was.” Surprisingly, the lyrics hold up very well to describe today’s school experience.</p> <p>Find the entire activity on the Web site: <a href="http://www.school-for-champions.com/history/school_days.htm">http://www.school-for-champions.com/history/school_days.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Music</p>	<p>Chuck Berry, lyrics, Golden Rule, juke joint, rock and roll</p>

### Differentiated Learning

#### *Enrichment Activity:*

- Show episodes of *American Dreams*, directed by Daniel Attias, (Dick Cark Productions), 2002. This show is based on *American Bandstand* and the times of the 1950s and 1960s. Have students write a diary entry after watching these episodes as if they were a teenager during this time and how music affected their life.

#### *Additional Instruction:*

Look into Ritchie Valen’s song lyrics. Watch pieces of his life unfold in the movie *La Bamba*, directed by Luis Valdez, (Columbia Pictures Corp.), 1987.

)

### Additional Resources

#### *Web Sites:*

- Official site of Chuck Berry  
<http://www.chuckberry.com/index.php>



**Beyond the Playing Field - Jackie Robinson,  
Civil Rights Advocate (1-2 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>F. Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance:</b></p> <p><b>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:</b></p> <p style="padding-left: 40px;"><b>b. Changes in goals and tactics of leading civil rights advocates and organizations;</b></p> <p><b>Citizenship Rights and Responsibilities:</b></p> <p><b>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</b></p> <p><b>4. Analyze instances in which the rights of individuals were restricted including:</b></p> <p style="padding-left: 40px;"><b>d. African-Americans during the civil rights movement.</b></p>	<p><b>Core Activity</b></p> <p>Beyond his many and stellar baseball feats, Jackie Robinson went on to champion the cause of civil rights when he retired from the game. Investigate what Robinson did for civil rights.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.archives.gov/digital_classroom/lessons/jackie_robinson/jackie_robinson.html">http://www.archives.gov/digital_classroom/lessons/jackie_robinson/jackie_robinson.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>civil rights advocate</p>

**Differentiated Learning**

*Enrichment Activity:*

- Ask students to research Martin Luther King Jr. and Malcolm X. How are these two different? How are they same? What tactics did they use?
- Have students research other minorities who excelled in sports: Jim Thorpe, Jesse Owens, Roy Camponella, etc.
- What challenges did they face in gaining acceptance in their sport?

*Additional Instruction:*

- Organize students into small groups to role play leaders of a workshop for civil rights workers in the use of nonviolent tactics. Direct them to develop a handout for the workshop on the tactic of nonviolence. Tell them that handouts should include a definition of nonviolence and some examples of nonviolent action that might be used in the civil rights struggle. Call on groups to instruct the class on nonviolent tactics and to explain why learning and using this approach can benefit the civil rights movement.

### **Informal Assessment**

Teachers can create their own assessments based on the lesson content.