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## Grade 9

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### INTRODUCTORY LESSON

**I Have Dream (1 day)**

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<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td></td>
<td>Mohandas K. Gandhi, nonviolence civil rights</td>
</tr>
<tr>
<td><strong>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</strong></td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td><strong>4. Analyze instances in which the rights of individuals were restricted including:</strong></td>
<td>Select a segment of five to ten minutes from the video resource below. Have students record five facts, concepts or names. Use this same segment to view at the end of the unit and have them identify them again to test for their learning. See Web site listed in the Additional Resources section of this unit for tips on using video for instruction.</td>
<td></td>
</tr>
<tr>
<td>d. African-Americans during the civil rights movement.</td>
<td>Resource: <em>I Have a Dream: Life of Martin Luther King</em> (Phoenix/BFA 1998) Uses actual news film footage to study King's life. 35 minutes. DPS Media Services Department Resource ID # 001873-3</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Create an essay or poetry contest within the class, based on viewing the movie footage.

### Additional Instruction:

- Analyze the conflict between individual rights and the rights of all society as a whole and the need for compromise between the two.

### Community Connections

- Bring in older relatives who lived during these times as speakers.
The 60s (4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td>Eighteenth Amendment, protests, civil rights, racism, sexism, political action group, feminist, migrant workers, nonviolent resistance, chauvinism, counterculture</td>
</tr>
<tr>
<td>A. Analyze the influence of different cultural perspectives on the actions of groups:</td>
<td>The purpose of this lesson is to introduce students to several political action groups from the 1960s. Students will discover cultural reasons, motives, and causes for citizen participation. Students will apply their knowledge by creating an informational brochure and writing a short story paper on one of these political action groups. In addition, students will evaluate the influence of different cultural perspectives on the actions of groups. Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/C/P10A1_The_60s.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/C/P10A1_The_60s.pdf</a></td>
<td></td>
</tr>
<tr>
<td>1. Describe how the perspectives of cultural groups helped to create political action groups such as:</td>
<td>Interdisciplinary Connection</td>
<td></td>
</tr>
<tr>
<td>a. The National Association for the Advancement of Colored People (NAACP);</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>b. National Organization of Women (NOW);</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. American Indian Movement (AIM);</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. United Farm Workers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**

- The Web site shares consideration for additional instruction.

**Informal Assessment**

Clearly marked assessment in the lesson.
From Canterbury to Little Rock:
The Struggle for Educational Equality
for African-Americans (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>segregation, unconstitutionalism</td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td>Canterbury, Connecticut, and Little Rock, Arkansas, are links in a chain of events representing the long struggle for equal educational opportunities for African Americans. This lesson plan highlights two important historic places and the role each played in testing the prevailing assumptions of the time regarding racial integration of schools.</td>
<td></td>
</tr>
<tr>
<td>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/crandall/crandall.htm">http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/crandall/crandall.htm</a></td>
<td></td>
</tr>
<tr>
<td>b. Civil rights movement of the 1960s;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections
Language Arts

Differentiated Learning

Enrichment Activity:
- Have students examine the Federal Government’s role in these integration cases.
- Explore creation of the Civil Rights division in Department of Justice.

Additional Instruction:
- Have students create an annotated time line of the Civil Rights Movement. Then, have students write a one page summary of the movement on how the events played off one another. After everyone is finished, put an annotated time line on the board, and explain how the events played on one another.

Additional Resources

Video:

Informal Assessment
Teachers can create their own assessments based on the lesson content.
**Birmingham Part II, 1963 (1-2 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td><strong>Core Activity</strong></td>
<td>Rhetoric, Southern Christian Leadership Conference (SCLC)</td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td>A &quot;March on Washington for Jobs and Freedom&quot; took place in August 1963. More than 200,000 people participated. Martin Luther King delivered his famous &quot;I Have a Dream&quot; speech. But the fight was not over.</td>
<td></td>
</tr>
<tr>
<td>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:</td>
<td>Find the entire activity on the Web site: <a href="http://pbsvideodb.pbs.org/resources/eyes/less_07.html">http://pbsvideodb.pbs.org/resources/eyes/less_07.html</a></td>
<td></td>
</tr>
<tr>
<td>b. Civil rights movement of the 1960s;</td>
<td><strong>Resources:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Eyes on the Prize</em> Volume 165, Chapter 5, DPS Media Services Department</td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

Language Arts

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**Differentiated Learning**

**Enrichment Activity:**

- Divide the class in half. Then, encourage half the students to imagine they are civil rights workers in the South. Have them write letters to a friend, detailing a Freedom Ride, James Meredith's efforts to enroll in the University of Mississippi, or incidents in Birmingham during SCLS protests there. Have the other members of the class read the letters and write a return letter on how their opinion of the civil rights movement was affected by what they read.

**Additional Instruction:**

- Have students work in groups to present an "on location" newscast at the March on Washington that includes interviews with federal officials, speakers, and other participants. Newscast should conclude with a summary of the reasons for the march and an assessment of whether or not it was a success. Have group members "broadcast" their newscasts to the class.
Martin Luther King, Jr., and the Power of Nonviolence (1-2 days)

<table>
<thead>
<tr>
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<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>Mohandas K. Gandhi, nonviolence</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significances:</td>
<td>Students address the question: “What was Martin Luther King, Jr.’s philosophy of nonviolence and can we follow his example today?”</td>
<td></td>
</tr>
<tr>
<td>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:</td>
<td>Find the entire lesson on the Web site:</td>
<td></td>
</tr>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</td>
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<tr>
<td>4. Analyze instances in which the rights of individuals were restricted including:</td>
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<tr>
<td>d. African-Americans during the civil rights movement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- Expand on vocabulary and geography of material researched.
- As a companion to Gandhi and King, have students investigate the career of Nelson Mandela, who led the fight against apartheid in South Africa and finally emerged from more than a quarter century in prison to become the president of his country. Excerpts from Mandela's autobiography, *Long Walk to Freedom* ([http://www.obs-us.com:80/obs/english/books/Mandela/ Mandela.html](http://www.obs-us.com:80/obs/english/books/Mandela/Mandela.html)) are accessible through the [African Studies WWW Web site](http://www.anc.org.za/) on EDSITEment, which also provides a link to the [African National Conference Home Page](http://www.anc.org.za/) where you can access an archive of historical documents on the struggle against apartheid, and a [Mandela Page](http://www.anc.org.za/people/mandela/) which offers further background and a selection of his writings. Nonviolence was at the foundation of Mandela’s political philosophy, but in the course of his career he came to accept the necessity of armed resistance. You might explore the interaction between these tendencies in Mandela’s thinking, and consider what his eventual triumph, through a nonviolent transformation of government, suggests about the power of ideas.
Additional Instruction:

- Explain that even as civil disobedience was practiced before the start of the civil rights movement, it has been practiced since. Ask students to find a recent news story about a person or group who responded to a law or an action through nonviolent protest and to give a report in class on whether they were successful.

Community Connection

- Bring in local NAACP Speakers.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
### “Separate But Equal is Unconstitutional Under The Law”  
A Catalyst For The Civil Rights Movement (13 days)

<table>
<thead>
<tr>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significances:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Changes in goals and tactics of leading civil rights advocates and organizations;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td></td>
<td></td>
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<tr>
<td>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</td>
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<tr>
<td>4. Analyze instances in which the rights of individuals were restricted including:</td>
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<tr>
<td>d. African-Americans during the civil rights movement.</td>
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</tbody>
</table>

### Core Activity

This unit will focus on the major events, the heroic people, the various tactics and techniques, and the legislation and programs that were instrumental in slowly chipping away the barriers of racial discrimination which allowed African-Americans to move toward complete "uncompromised" equality.

Find the entire lesson on the Web site:  

### Resources:

- video - *Eyes On the Prize*. America’s Civil Rights Years Episodes I-VI  
  Boston, MA. Blackside Inc. 1986  
  DPS Media Services Department

### Interdisciplinary Connections

**Language Arts**

**Vocabulary** (defined in lesson)

- segregation
- dissent
- civil rights
- “Jim Crow” laws
- desegregation
- discrimination
- amendment
- detriment
- catalyst
- boycott
- passive resistance
- mandate
- martyr
- manifesto
- sit-ins
- freedom rides
- disenfranchise-ment
- literacy tests
- poll taxes
- grandfather clause
- racists
- crusaders
- Medicare
- Medicaid
- black power
- militants
- Black Panthers
- affirmative action
- assassination
- premonition
- legacy

### Differentiated Learning

**Enrichment Activity:**

- Research background of Ohio’s reaction to the Supreme Court decision on school segregation.

**Additional Instruction:**

- Ask groups of students to write who, what, when, where and why questions about people and events in the civil rights movement. Then exchange these with a partner to see how well your partner knows the material. Turn the questions in at the end of the period and go over as many of the students’ questions as you can.
Additional Resources

Supplemental Texts:


Video:

- *Separate But Equal*, DVD, directed by George Stevens, Jr. (1991; Lions Gate Entertainment)

Informal Assessment

Clearly marked assessment in the lesson.
### Martin Luther King, Jr., and Memphis Sanitation Workers (1–4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significances:</td>
<td>Core Activity</td>
<td>passive resistance, civil disobedience, Southern Christian Leadership Conference (SCLC), boycott</td>
</tr>
<tr>
<td>b. Changes in goals and tactics of leading civil rights advocates and organizations;</td>
<td>Examine the last action Martin Luther King pursued. On that evening of April 4, 1968, as King stepped out of his motel room to join his colleagues for dinner, he was assassinated.</td>
<td></td>
</tr>
<tr>
<td>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</td>
<td>Resources: Eyes on the Prize: A History of the Civil Rights Movement (12 one-hour videotapes). DPS Media Services Department</td>
<td></td>
</tr>
<tr>
<td>d. African-Americans during the civil rights movement.</td>
<td>Martin Luther King Jr.: The Assassin Years 26 minutes. (CORONT 1978) A blend of historical footage and dramatized sequences to recapture King’s crusade. DPS Media Services Department.</td>
<td></td>
</tr>
<tr>
<td><strong>Differentiated Learning</strong></td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Enrichment Activity:</strong></td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>• Show how M.L. King shifted his focus from the South to the North on prejudice in housing, unemployment and poverty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify high points in the civil rights movement closely associated with Martin Luther King, Jr. Examples include the Montgomery bus boycott, the Birmingham campaign, the freedom rides, the March on Washington, the Selma march, and the Chicago campaign. (Additional events might also be selected.) Divide the class into small groups of five (or more) students and assign one student in each group one of the selected high points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Direct students to use library and Internet resources to research the event. Researchers should focus particularly on the similarities and differences between the circumstances and King’s role in the assigned event and in the Memphis sanitation workers’ strike. Allow students to present their findings orally to their small groups.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DPS SS Grade 9 Unit Nine: 1960-1970 200
• Instruct students to use library and Internet resources to research the Poor People's Campaign before and after King's death. Direct students to present their findings informally in a whole-class discussion. Ask students to evaluate the short-term and long-term effects of King's assassination.

Additional Instruction:
• Research the Kerner Commission Report by President Lyndon Johnson.

Additional Resources

Supplemental Texts:


Video:

- *Encarta Africana*. 2000; Microsoft CD-ROM.
- *The Web site of the Martin Luther King, Jr., Papers Project at Stanford University* ([http://www.stanford.edu/group/King](http://www.stanford.edu/group/King)) includes links to biography, articles, chronology, and reference sources about King. This site also has links to key King documents.
- *Celebrating Black History Month on the Web* has a site, organized by the University of Colorado, with a broad range of information at [http://www-libraries.colorado.edu/ps/gov/us/blackhistory.htm](http://www-libraries.colorado.edu/ps/gov/us/blackhistory.htm).
- *Civil Rights Museum* has an Interactive Tour link at [http://www.civilrightsmuseum.org/gallery/movement.asp](http://www.civilrightsmuseum.org/gallery/movement.asp) that gives a survey of civil rights for African Americans from the colonial period to the present.
**Mississippi Burning: The Civil Rights Movement and Freedom Summer (3-5 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td></td>
<td>Jim Crow, Ku Klux Klan</td>
</tr>
<tr>
<td>B. Analyze the consequences of oppression, discrimination and conflict between cultures:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century.</td>
<td>Students compare and contrast different interpretations of the 1964 Freedom Summer events and explore whether Hollywood and popular culture can accurately portray history.</td>
<td></td>
</tr>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significances:</td>
<td>Resources: 20th Century Interactive CD ROM available in DPS Media Service Department</td>
<td></td>
</tr>
<tr>
<td>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>b. Changes in goals and tactics of leading civil rights advocates and organizations;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- Research: Did President Kennedy really fight for racial equality or could he have done more?

**Additional Instruction:**
- Analyze President Kennedy's assassination and its affect on racial tensions and M.L. King's assassination and its affect on racial tensions.
- Examine how Lyndon Johnson continued with Civil Rights program. Give specific examples.
- Incorporate video clips of *Mississippi Burning* to assess the students' full understanding of this lesson.
Additional Resources

- Review the March on Washington as a major event in Civil Rights movement.

Video:

- *Mississippi Burning*, DVD, directed by Alan Parker (1989; CA: MGM/UA Video Studios)

Community Connections

- Ask students if they have a relative that may have been present at the March in Washington and will speak to the class.
How a Bill Becomes Law:
The Case of the Civil Rights
Act of 1964 (2-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td>bipartisan, cloture, lobby, filibuster, petition, committee, mark-up, quorum, draft, sponsor</td>
</tr>
<tr>
<td>B. Analyze the consequences of oppression, discrimination and conflict between cultures:</td>
<td>Students analyze the step-by-step procedure of a bill becoming a law, using the Civil Rights Act of 1964 as a case study.</td>
<td></td>
</tr>
<tr>
<td>History:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significances:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>b. Changes in goals and tactics of leading civil rights advocates and organizations;</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:

- Have students debate this statement: The civil rights movement during the 1960s and 1970s finished the struggle for equality in the U.S.

Additional Instruction:

- Research why President Johnson (a southerner) was able to get a bill passed going against the southern segregationists.

Additional Resources

Web Sites:
• Chronology of the Civil Rights Movement
  http://library.thinkquest.org/12111/chrcivil.htm

• Dr. King -- Civil Rights timeline
  http://www.jeannepasero.com/mlk3.html

• National Civil Rights Museum
  http://www.civilrightsmuseum.org/

• Document Analysis Worksheet

• Exploring Topics of Civil Rights from 1948-1964, a related lesson plan

Informal Assessment

Clearly marked assessment in the lesson.
Ordinary People, Ordinary Places:
The Civil Rights Movement (3-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>goals, strategies, nonviolent protest</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significances:</td>
<td>Students investigate how protest at the local level contributed to the success of the civil rights movement and how its tactics have been used by other groups for justice.</td>
<td></td>
</tr>
<tr>
<td>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=353">http://edsitement.neh.gov/view_lesson_plan.asp?id=353</a></td>
<td></td>
</tr>
<tr>
<td>c. The linkages between the civil rights movement and movements to gain justice for other minority groups.</td>
<td>Interdisciplinary Connections Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

Differentiated Learning

**Enrichment Activity:**

- Have students write their own philosophy about their actions based on their own ideas. Use these questions:
  1. Have student interview older relatives.
  2. Do you remember what happened at the place I studied in school?
  3. Tell me what you remember about the events at Little Rock High School. What was your reaction to those events at the time? How did others react? How do you feel about those events looking back on them today?
  4. Do you recall what happened in your own town during the Civil Rights Movement? Did you participate in the movement in any way?
  5. What was your reaction to Martin Luther King, Jr.’s “I Have a Dream” speech?
  6. Was the Civil Rights Movement a success? Ask students to give examples of successes and failures. In what way are civil rights being discussed today? How have the events of September 11th brought the issue of civil rights back into the spotlight?

**Additional Instruction:**

- Have students check local laws on how they could protest march, etc. legally.

**Additional Resources**

**Web Sites:**

- We Shall Overcome
  http://www.cr.nps.gov/nr/travel/civilrights/sitelist1.htm

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
**Civil Disobedience During the Civil Rights Movement (4 days)**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>civil disobedience, segregation, boycott, dissent, sit-in, civil rights, protest</td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td></td>
<td></td>
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<tr>
<td>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:</td>
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</tr>
<tr>
<td>b. Civil rights movement of the 1960s;</td>
<td></td>
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</tbody>
</table>

The purpose of this lesson is to teach students to evaluate the role and consequences of civil disobedience compared to other forms of protest in the civil rights movement of the 1960s. Students will use Henry David Thoreau’s essay, “Civil Disobedience,” to develop their understanding of this concept. Students will analyze photographs and draw conclusions about what happened when the photographs were taken. A short research assignment will acquaint students with participants in the civil rights movement and their use of protest tactics including civil disobedience.


**Differentiated Learning**

**Enrichment Activity:**

- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**

- The Web site shares consideration for additional instruction.

**Informal Assessment**

Clearly marked assessment in the lesson.
The Civil Rights Act of 1964 and the Equal Employment Opportunity Commission (EEOC) (3-4 days)

### Citizenship Rights and Responsibilities:

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

3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:
   
f. Equal opportunity.

### Core Activity

Students examine these acts for their effectiveness in enforcing laws that prohibit discrimination based on race, color, religion, sex, national origin, disability, or age in hiring, promoting, firing, setting wages, testing, training, apprenticeship, and all other terms and conditions of employment.


### Interdisciplinary Connections

Language Arts

### Differentiated Learning

**Enrichment Activity:**

- Ask students to list what qualities are important to get a job. Is it OK if someone else is less qualified, but they get the job because of their race?

**Additional Instruction:**

- Have students look at Dayton’s history and research how equal opportunity laws for that area were developed and what problems people faced.

### Additional Resources

**Web Sites:**

- Equal Employment Opportunity Commission
  [http://www.eeoc.gov/](http://www.eeoc.gov/)


### Informal Assessment

Teachers can create their own assessments based on the teacher content.
# Equality Under the Law (1-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>democracy, concept</td>
</tr>
<tr>
<td>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</td>
<td>Students will have an opportunity to determine the concept of “equality under the law” using several examples in history where “equality under the law” has been challenged.</td>
<td></td>
</tr>
<tr>
<td>4. Analyze instances in which the rights of individuals were restricted including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.lessonplanspage.com/SSConceptFormation-Equality612.html">http://www.lessonplanspage.com/SSConceptFormation-Equality612.html</a></td>
<td></td>
</tr>
<tr>
<td>a. Conscientious objectors in World War I;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>b. Immigrants during the Red Scare;</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

## Differentiated Learning

### Enrichment Activity:
- From the soundtrack of the musical *West Side Story*, (Leonard Bernstein, et al), 1961; play the song *America* sung by young Puerto Ricans living in New York about the good and bad they find in their lives. Afterward, ask “What does this tell you about the problems that Puerto Ricans faced on the mainland?” and “Why do the singers have mixed emotions about living on the mainland?”

### Additional Instruction:
- Have students develop a poster reflecting one of the following groups’ struggle for equal rights: women, Native Americans, African Americans, Latino, Cuban Americans, Mexican Americans, or Puerto Rican Americans. Suggest that the students first make some sort of graphic organizer to focus their ideas and to identify what they consider to be the most important ones. Work with students to prepare a “gallery walk” of the groups’ poster, with each group having a representative to explain their posters.

### Informal Assessment
Teachers can create their own assessments based on the lesson content.
# Rights and Responsibilities (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td></td>
<td>status quo</td>
</tr>
<tr>
<td>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</td>
<td><strong>Core Activity</strong>&lt;br&gt;By examining the Freedom Summer in Mississippi in 1964 and the campaign for voter registration in Selma, Alabama, in 1965, this lesson emphasizes the focus the civil rights movement placed on voting rights and the extreme measures taken by opponents of the movement to maintain the status quo.</td>
<td></td>
</tr>
<tr>
<td>4. Analyze instances in which the rights of individuals were restricted including:</td>
<td><strong>Resources:</strong>&lt;br&gt;Video Segments - Eyes on the Prize&lt;br&gt;Volume 166, Chapter 3; Volume 167, chapters 2 and 3. DPS Media Department.</td>
<td></td>
</tr>
<tr>
<td>a. Conscientious objectors in World War I;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Immigrants during the Red Scare;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

## Differentiated Learning

**Enrichment Activity:**

- Have students research voting requirements in different states and list them.
- How would you increase voting among younger students?
- Have students find out if their family members and friends are registered voters. Have them encourage people to register to vote, and help students get involved in voter registration and voter turnout drives.

**Additional Instruction:**

- Have students read about the "Freedom Summer and March to Selma" in their text. Next, have students partner and write five questions each about these sections true-false, multiple choice. Then, have the students write a two to three sentence summary of the event. Finally, have the students exchange questions with their partners, and take this "quiz" to see how much they can remember. Collect all the students questions to review.
Additional Resources

Web Sites:

- Martin Luther King, Jr. Biography/Profile of Martin Luther King
  http://www.bookrags.com/biography-martin-luther-king-jr/

- Elected Black County Officials from 1940 to 1985
  http://www.lewistn.com/ELECTED%20COUNTY%20OFFICIALS.HTML

- George Wallace Profile
  http://www.archives.state.al.us/govs_list/g_wallac.html

Community Connections

- Have student’s volunteer for political parties during election time.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
Society’s Child: A Look at Human Relations
Yesterday and Today (1-2 days)

**Standard: Benchmark: Indicator**

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;

**Core Activity**

The 1960s proved to be a period of awakening in civil rights and interracial relationships. Are we any better equipped to deal with this today? This lesson uses music to deal with stereotypes and relationships.


**Resources:**


**Interdisciplinary Connections**

Language Arts
Music

**Differentiated Learning**

**Enrichment Activity:**

- Role playing activities about stereotyping.

**Additional Instruction:**

1. Write “Stereotype” on the board and discuss the definition of it.
2. Have students give examples of stereotypes today.
3. Look through the textbook of the civil rights section.
4. See if students can find examples of stereotypes in the writings or pictures in the textbooks. (You could also provide the students with other books, magazines, to newspapers to look for these.)

Additional Resources

Supplemental Texts:

- If you visit the Rock and Roll Hall of Fame and Museum be sure to check out the display in the 1968 petal of the I Want to Take You Higher exhibit. Martin Luther King is represented here.

Music:

- *I'm In Love With A Big Blue Frog* Performed by Peter, Paul & Mary, 1700 Album, 1967; Warner Bros.
- *Let's Face It* Performed by The Mighty Mighty Bosstones Let's Face It, Mercury, 1967.
- *Listen Mr. Bilbo* Performed by Peter, Paul & Mary Flowers and Stones, 1992. "Pieces of You"
- *Number One In America*, Performed by David Massengill Coming Up For Air Flying Fish, 1992.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
### Reliving History Through Writing (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Core Activity</td>
<td>motorcade, venomous, discord, bewilderment, beckoned, retrospect, constitutionally, proclaim, entreaties, distraught, contingent, tableau, fragment, fortuitous</td>
</tr>
<tr>
<td>A. Evaluate the reliability and credibility of sources:</td>
<td>Read a first hand account of John F. Kennedy's assassination, then write an essay describing how a world or national event has affected you. Interview a person from your parents' or grandparents' generation about how their chosen world or national event affected the interviewee.</td>
<td></td>
</tr>
<tr>
<td>b. Agreement with other credible sources;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Research the events following the assassination of President Kennedy and its impact on the United States. The research might focus on the arrest and murder of Lee Harvey Oswald, the reactions of the American people to the assassination, the Warren Commission's investigation into the circumstances of the assassination, conspiracy theories, the presidency of Lyndon Johnson, what became of Jacqueline Kennedy and her children.

- Research what the U.S. Constitution sets forth as the chain of power after the president. Who held these positions at the time of President Kennedy's assassination? Discuss the differences, if any, between how the continuity of government is maintained when a President is ill and temporarily unable to perform his/her duties, when a president cannot be reached during a state of emergency, and when a president dies in office.

- Discuss events surrounding other presidential or historical assassinations or assassination attempts. (Ronald Reagan, Robert Kennedy, Martin Luther King, Jr., Abraham Lincoln, George Wallace)

- Read other first hand accounts of tragic national and world events.
Additional Instruction:

- Although many Americans remain fascinated about the Kennedy assassination, today's students may know very little about it. Ask students to collaborate on a presentation about the assassination, using the format of a television news magazine. Segments might include the facts of the assassination. The murder of Lee Harvey Oswald, the presidential funeral, the report of the Warren Commission assassination theories, and the lasting influence of the event. Encourage students to use video clips, other illustrations, and dramatizations to illustrate segments. After the presentation, discuss with students how the assassination changed America.

Informal Assessment

Clearly marked assessment in the lesson.
### Tumultuous 1960s (3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>Examine primary source documents on Civil Rights, The New Left, Women's Liberation, Vietnam, Great Society legislation, and labor and the economy.</td>
<td><em>&quot;separate but equal&quot; doctrine</em></td>
</tr>
<tr>
<td>13. Trace social unrest, protest and change in the United States including:</td>
<td>Find the entire activity on the Web site: <a href="http://www.digitalhistory.uh.edu/historyonline/us38.cfm">http://www.digitalhistory.uh.edu/historyonline/us38.cfm</a></td>
<td></td>
</tr>
<tr>
<td>a. Antiwar protest during Vietnam War;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The counterculture movement;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>c. The women’s liberation movement.</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Have students prepare a bulletin board about various elements of the counterculture movement. Encourage students to not take the subject lightly or to romanticize the movement, but to treat it realistically, including the social problems connected with it.

- Organize students into small groups to act as leaders of the National Organization for Women (NOW). Direct them to develop a mission statement that explains why the women’s movement needs to be revived. Describe the role of NOW in that process, and outline what the organization hopes to achieve – politically, socially, and economically.

**Additional Instruction:**

- Listen to the song *War* by Edwin Starr; Motown Legend, 1983, and have the students analyze the lyrics.

- Present material on the Kent State shootings to the students, and distribute and play the song *Ohio* by Crosby, Stills and Nash, 1970 and discuss the meaning of the lyrics.

- Pair students and invite them to imagine they are American young people during the 1960s. Direct each pair to create a message for a time capsule, to be opened in the 2000s, that describes their music and explains how it was influenced by the developments of their time.
### Legislation Affecting Women’s Rights
#### After WWII–Equal Rights Amendment (2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>A. Analyze the influence of different cultural perspectives on the actions of groups:</td>
<td>Students will analyze civil rights legislation affecting women and identify arguments put forward by the National Organization for Women and Phyllis Schlafly for and against the Equal Rights Amendment.</td>
<td>Civil Rights Act (1964), National Organization for Women (NOW), Eagle Forum, Phyllis Schlafly</td>
</tr>
<tr>
<td>1. Describe how the perspectives of cultural groups helped to create political action groups such as:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.umbc.edu/history/CHE/teachers/Manuel/Lesson%20Proposal%201.doc">http://www.umbc.edu/history/CHE/teachers/Manuel/Lesson%20Proposal%201.doc</a></td>
<td></td>
</tr>
<tr>
<td>b. National Organization for Women (NOW);</td>
<td></td>
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</tbody>
</table>

#### Differentiated Learning

**Enrichment Activity:**
- Interview a female from that era and do an oral presentation or comparison with today’s women.

**Additional Instruction:**
- Have students pair with a partner.
- Using their text, have the students answer the following questions:
  a. Why did women want to fight for equal rights?
  b. How did women fight for equal rights? (What methods?)
  c. What was the purpose of NOW?
  d. Describe the success of the women’s movement seeking equal rights.
  e. (Probably not in text) Have women achieved full equality?
- After students have finished with these questions, use them as a guide to begin a discussion of why NOW was founded and what exactly it is that NOW does.

#### Additional Resources

**Web Sites:**
- Equal Rights Amendment
  [http://www.now.org/issues/economic/eratext.html](http://www.now.org/issues/economic/eratext.html)
Informal Assessment

Teachers can create their own assessments based on the lesson content.
## America's Space Program: Exploring a New Frontier (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>Students discover how NASA, private industry, and research institutions across the country cooperated to develop and implement the complex technology that enabled man to land on the moon.</td>
<td>National Aeronautics Space Administration (NASA)</td>
</tr>
<tr>
<td>12. Explain major domestic developments after 1945 with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.cr.nps.gov/nr/twhp/wwlps/lessons/101space/101space.htm">http://www.cr.nps.gov/nr/twhp/wwlps/lessons/101space/101space.htm</a></td>
<td></td>
</tr>
<tr>
<td>c. The space race;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science</td>
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</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- Research private companies that work for NASA and government to understand what their roles are.

**Additional Instruction:**
- Using the internet, students will make an annotated time line of the space race. Before they do so, discuss with the students some of the important events of the race (Sputnik: S.U. beats U.S. with satellite, "Communism beats Democracy", Man on Moon: U.S. beats S.U. "Democracy prevails over Communism. Russia and United States finally begin working together on space program.

**Informal Assessment**

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