



VOICES FROM AFRICAN AMERICAN CIVIL RIGHTS ACTIVISTS

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UNIT OF STUDY	Civil Rights Movement
<p>CONNECTION TO THE MASSACHUSETTS STATE FRAMEWORKS</p>	<ul style="list-style-type: none"> ▪ USII.25 Analyze the origins, goals, and key events of the Civil Rights Movement. (H) <ul style="list-style-type: none"> <i>People:</i> <ul style="list-style-type: none"> A. Robert Kennedy B. Martin Luther King, Jr. C. Thurgood Marshall D. Rosa Parks E. Malcolm X <i>Institution:</i> <ul style="list-style-type: none"> A. The NAACP <i>Events:</i> <ul style="list-style-type: none"> A. Brown vs. Board of Education B. The 1955-1956 Montgomery Bus Boycott C. The 1957-1958 Little Rock School Crisis D. The sit-ins and freedom rides of the early 1960s E. The 1963 civil rights protest in Birmingham F. The 1963 March on Washington G. The 1965 civil rights protest in Selma H. The 1968 assassination of Martin Luther King, Jr. <p>Connection to National Standards:</p> <ul style="list-style-type: none"> ▪ NSS-USH.5-12.9 Era 9: Postwar United States (1945 to early 1970s): Understands the struggle for racial and gender equality and the extension of civil liberties ▪ NSS-USH.9-12.10 Era 10: Contemporary United States (1968 to the present): Understands economic, social and cultural developments in contemporary United States
<p>CONNECTION TO THE MODULE</p>	<ul style="list-style-type: none"> ▪ <i>Eyes On the Prize Civil Rights Reader</i> ▪ <i>Sources of the African American Past</i> ▪ <i>Freedom's Daughters</i> ▪ "Interpreting Primary Sources" handout (from the Women's and Gender History Module)
<p>MATERIALS NEEDED</p>	<ul style="list-style-type: none"> ▪ Attached <ul style="list-style-type: none"> ○ Library / Source Data Sheet (Graphic Organizer) ○ Interpreting Primary Sources Handout ▪ Note Cards ▪ <i>Eyes On the Prize Civil Rights Reader</i> ▪ <i>Sources of the African American Past</i>, Roy E. Finkenbine
<p>OBJECTIVES</p>	<ul style="list-style-type: none"> ▪ Students will apply a variety of reading skills and strategies to examine print and

electronic materials

- Students will write with clarity, purpose and understanding of audience
- Students will recognize that different people, with different motives and interests, have the ability to accomplish change through collaboration
- Students will comprehend the meaning of primary source documents
- Students will employ graphic organizers
- Student will identify through research the injustices people have endured and how they were able to rise above these injustices and accomplish success
- Students will identify several specific examples of common racial, gender, ethnic, religious, and socio-economic stereotyping as they examine print and electronic materials
- Students will trace attempts by minority groups to offset the will of the majority
- Students will cite specific examples of various forms of protest and analyze their effectiveness in bringing about change

LESSON: Voices from African American Civil Rights Activists

DAY 1	<ol style="list-style-type: none">1. Students will be split into groups of 3 or 4 (depending on the amount of students in the classroom) and assign each group one of the following people: Kennedy, King, Marshall, Parks or Malcolm X.2. Each student will pick or be given a role to play for the next three classes: Historian, Writer, and Presenter.<ul style="list-style-type: none">▪ The Historian's main function is to verify the historical correctness of the group's findings. Essentially, the historian is the quality controller.▪ The Writer's primary function is to ensure that after the historian verifies the information, it is written in a clear, grammatically correct fashion and reflects how their character would have spoken or thought.▪ The Presenter's primary function is to represent their character in the best and most accurate way possible. The presenter is to be in character for the duration of the third day.3. Students will have one full day in the library/computer lab to fill in the graphic organizer in preparation for the round table debate that will take place on day 3. <i>Please see Library / Source Data Sheet</i>
DAY 2	<ol style="list-style-type: none">1. (back in the classroom) Students will have 5 minutes to meet with their group and get organized for the class.2. Each student will select and read an appropriate excerpt from either <i>Eyes On the Prize Civil Rights Reader</i> or <i>Sources of the African American Past</i> (each reading is 1-3 pages) according to their assigned character.3. After reading the primary source excerpt, each student must complete the <i>Interpreting Primary Sources</i> handout.4. Each student will then go back to their groups and make changes according to what they just read. (At very least, the students will be able to add a quote or a direct thought on any one of the topics)5. The rest of the class will be allotted to filling out one note card for each of the 8 civil rights events located in the MA Curriculum Frameworks. Students will be able to practice their roles and double check any information and fill in the blanks.
DAY 3	<ol style="list-style-type: none">1. Students will be given 20 minutes to organize, prepare, practice and make any last minute changes to their presentation.2. Students will make a giant circle with only five chairs in the inner circle (one for each of the "guests of honor" Parks, Marshall etc...). The historians and writers will be seated in back of the character to aid the presenter when necessary.3. The debate will be moderated by the teacher or a student that volunteered for that position and the debate will be video taped by an Audio / Visual student. The Moderator will briefly introduce each character and then present the first question.

	<ul style="list-style-type: none">▪ During the course of the debate, the moderator will begin each session with a question regarding one of the eight events found in the MA Curriculum Frameworks. Each character will have a chance to present on each of the events and share their opinion/take on the event.
HOMEWORK	<ol style="list-style-type: none">1. Students will take a copy of a chapter from “Freedom’s Daughters” and respond to the following question in essay form.<ul style="list-style-type: none">▪ Do you think the person you read about in “Freedom’s Daughters” should have a place in history next to Parks, Marshall, King, X and Kennedy? Why or Why not?▪ In your opinion, why are her accomplishments not found in your history textbooks? Should they be?

See attached pages for materials

Interpreting Primary Sources

Part I: Getting into the text

Try to find specific textual evidence to answer these questions:

1. How would you categorize this document?
2. Who is the author?
3. Who is the intended audience?
4. What is the relationship between the author and the audience?
5. What is the narrative behind and within the text?
 - What has happened to precipitate the creating of this text?
6. What is the motivation of the author?
 - Given the narrative behind the text, what does the author want now?
 - And more specifically, what does the author want from the audience?

Part II: Moving toward context

Now, think about raising questions as well as finding answers

7. What do you find surprising, odd, or difficult to explain in this text?
8. What does this document make you want to learn more about?
9. What other sources might address those same questions?

Group # ____: _____

VOICES OF AFRICAN AMERICAN CIVIL RIGHTS ACTIVISTS OF THE 1960s

Please circle the activist your group has been assigned:

Parks

Marshall

King, Jr. Malcom X

R.F. Kennedy

Your group will have all day in the library and computer lab to research the following people and topics. If any of the pieces of this organizer are empty after today's class, it is YOUR responsibility to fill in the blanks before next class. Cite all sources!

?	Important Information/Answers	Source
What was your character's Childhood Like?		
What experiences in his/her life led he/she to become an activist?		
What is he/she most known for? (Could be more than just one event)		
Briefly summarize what your text book state about him/her		
Is there anything you found in your research that you think should be added to the textbook? Why?		

Event	Details	Source
Brown vs. Board of Education		
The 1955-1956 Montgomery Bus Boycott		
The 1957-1958 Little Rock School Crisis		
The sit-ins and freedom rides of the early 1960s		
The 1963 civil rights protest in Birmingham		
The 1963 March on Washington		
The 1965 civil rights protest in Selma		
The 1968 assassination of Martin Luther King, Jr.		