

Targeted Content Area: U.S. History II

Grade Level: 6-8

Title: Civil Rights: Road to Freedom

Strand/Reporting Category: The United States Since World War II

Suggested Time Period for Completion: 1-2 Block Periods

Standards

USII.1c The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by interpreting charts, graphs and pictures to determine characteristics of people, places, or events in U.S. History (2015)

USII.4 The student will demonstrate knowledge of how life changed after the Civil War by
c) describing racial segregation, the rise of “Jim Crow”, and other constraints faced by African Americans and other groups in the post-Reconstruction south.

USII.9 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by
a) examining the impact of the Civil Rights Movement.

Unpacked Standards:

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| Know |
| -Southern states adopted Black Codes to limit the economic and physical freedom of former slaves. Reconstruction ended in 1877 as a result of a compromise over the outcome of the election of 1876. Federal troops were removed from the South. Rights that African Americans had gained were lost through “Jim Crow” laws. |
| -Some effects of segregation: Separate educational facilities and resources for white and African American students, Separate public facilities (e.g., restrooms, drinking fountains, restaurants), Social isolation of races |
| -Civil Rights Movement: Opposition to Plessy v. Ferguson - “Separate but equal”. Brown v. Board of Education: Desegregation of schools. Martin Luther King, Jr. Passive resistance against segregated facilities; “I have a dream...” speech. Rosa Parks: Montgomery bus boycott. Organized protests, Freedom Riders, sit-ins, marches |
| Understand |
| Change cannot occur unless people are made aware of the perspective of others. |
| Do |
| USHII.1c) interpreting charts, graphs, and pictures to determine characteristics of people, places, |

or events in United States history;

Engaging Scenario:

Introduce the Civil Rights Movement using excerpts from “Little Rock Nine” on Oprah

Link- <https://www.youtube.com/watch?v=75dhe5Zsy8k>

Share samples of postcards with students and discuss general layout and purpose of a postcard.

Context Statement:

You work for a local tour company and are a part of a new group tour for the Civil Rights Movement. The company is exploring the idea of creating historical postcards for a future advertising campaign. They need you to create three postcards after your visit to highlight your tour. The historical postcards needs to have information about where you visited and why it is important.

Tasks

1. Research each of the places on your tour. (This portion may come from direct instruction.)
 - A. New Orleans, Louisiana: Plessy v. Ferguson
 - B. Topeka, Kansas: Brown v. Board of Education
 - C. Selma, Alabama: Bloody Sunday
 - D. Montgomery, Alabama: Bus Boycott or Rosa Parks Arrest
 - E. March on Washington D.C.: “I Have a Dream..” speech
 - F. The F.W. Woolworth Building in Greensboro, North Carolina (site of the —sit-in at the lunch counter)
 - G. The Little Rock Central High School (site of school desegregation)
 - H. Prince Edward County, Virginia- R. R. Moton School (site of school desegregation)
 - I. Civil Rights Act 1964/Voting Rights Act 1965/Washington, D.C.
 - J. Or any relevant local place within your county.
2. Select three places from the tour that interest you.
3. Create a postcard for each of the three places you selected.

| | |
|---|---|
| Front of Postcard: A picture or historical image of the place or event Title and Location of the Event Date of the event | Back of Postcard: Description of the event Explanation of the significance of this event to the Civil Rights Movement |
|---|---|

Postcard could be a pencil/paper version or technology enhanced using the following template:

https://docs.google.com/presentation/d/1-onRkhjAJ_8Uplg5Jnswt0U1UwAnPY2GSjuU3lnXA2o/copy?usp=sharing

Rubric

| Criteria | 3 - Complete | 2- Partial | 1- Incomplete | 0 - No Credit |
|--|---|---|--|---|
| Visual Front of Postcard | Image is historically accurate and relevant to the event. | Image is either accurate or relevant, not both. | There is a Civil Rights image, but not related to the event. | No image or image has nothing to do with the Civil Rights Movement. |
| Content Front of Post Card Civil Rights Event, Location, and Date | Information is included | | | No information is included |
| Summary of Event Back of Post Card | Accurate summary of the event. | Summary of the event with minor errors. | List of information. Information is not summarized. | No attempt made |
| Importance/Significance of Event Back of Post Card | Student identified the significance of the event. | | | No attempt made |