

Civil Rights after MLK and RFK

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Approximate Timeline: 18-22 hours

Area(s) of Core Content: U.S. History

Organizer:

How have you been affected by the civil rights movement since the assassinations of Martin Luther King, Jr. and Robert F. Kennedy?

Academic Expectations and Demonstrators/Core Content:

Academic Expectation 1--Apply Communication and Math Skills:

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

Demonstrators for Academic Expectation 1.11

Write for a variety of purposes and forms to a variety of audiences.

1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

Demonstrators for Academic Expectation 1.16

Analyze and select appropriate technologies to efficiently complete a task and/or enhance productivity.

Academic Expectation 2--Social Studies:

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

Demonstrators for Academic Expectation 2.16

Examine the societal implications of personal prejudices.

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

Demonstrators for Academic Expectation 2.20

Interpret events using historical perspective.

Interpret events utilizing historical investigation.

Academic Expectation 4--Responsible Group Membership:

4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multi-cultural and worldview.

Demonstrators for Academic Expectation 4.5

Analyze community and global concerns in terms of multicultural perspectives.

High School Core Content--Social Studies:

- SS-H-1.1.3 The U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants, and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).
- SS-H-1.2.2 The principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights) protect individual rights and promote the "common good."
- SS-H-2.4.1 As cultures emerge and develop, conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may occur.
- SS-H-5.2.6 After World War II, America experienced economic growth (e.g., suburban growth); struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties, and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam).

Essential Questions:

1. How do we define "minority" after 1968? What is your collective or individual relationship with that definition?
2. How did the US Government respond to societal changes after 1968?...after 9/11?
3. How does the concept of affirmative action fit with the required balance between individual rights and societal needs?
4. What is the status of the Civil Rights Movement at this time?
5. How has the media influenced the current perception of civil rights?

Culminating Performance:

Students will be assigned to groups representing minority populations from a given list, at the discretion of the classroom teacher. Each group will be required to produce a research project in a digital format from the provided list, selecting as many of the approaches as there are members of the group.

Choices of project: Speech, letter to the editor, editorial cartoon, journal, reflective writing, video public service announcement, civil rights issues illustrated timeline, children's book, writing legislation proposal. Final project's final form must be in one of the following digital formats: Word document, video, Publisher document, digitized picture, PowerPoint, Excel.

The focus of these final projects must address the organizer and essential questions - specifically: Historical perspective of their assigned group as relates to the definition of "minority," governmental response and interest and the common good, relationship to the "majority."

The final products are to be posted on a class web page.

Each student will respond using the following writing prompt:

"Some would say that the civil rights movement continues to change the individual rights of minorities in the United States, while others would argue that the civil rights movement stopped after the assassination of MLK and RFK. Analyze the above statement as it relates to its impact on your life."

Scoring Guide

Unit Title: Civil Rights after MLK and RFK

Culminating Performance – Part 1:

Students will be assigned to groups representing minority populations from a given list, at the discretion of the classroom teacher. Each group will be required to produce a research project in a digital format from the provided list, selecting as many of the approaches as there are members of the group.

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The focus of these final projects must address the organizer and essential questions - specifically:

Historical perspective of their assigned group as relates to the definition of "minority," governmental response and interest and the common good, relationship to the "majority."

The final products are to be posted on a class web page.

Level 4:

- > Students will illustrate extensive knowledge of content and uses appropriate, explicit vocabulary.
- > Students will be able to apply historical perspectives to demonstrate extensive understanding of concepts as related to the real world.
- > The student communicates in a highly-structured and well-organized way.

Level 3:

- > Students will illustrate broad knowledge of content and uses appropriate, explicit vocabulary.
- > Students will be able to apply historical perspectives to demonstrate broad understanding of concepts as related to the real world.
- > The student communicates in an organized way.

Level 2:

- > Students will illustrate basic knowledge of content and uses appropriate vocabulary.
- > Students will be able to apply historical perspectives to demonstrate basic understanding of concepts, but does not apply the concept to the real world.
- > The student does not communicate in an organized way, and provides little detail.

Level 1:

- > Students will illustrate little knowledge of content and uses limited vocabulary.

Extensive: Provides fully developed responses which include supporting relevant details that are accurate and appropriate and explicit, ideas presented go beyond statements of the obvious, uses vocabulary and concepts from the discipline, and makes connections to the real world, across the disciplines or within the discipline when applicable.

Broad: Provides accurate responses, which include supporting and relevant details, ideas presented are predictable, and understands the vocabulary and concepts from the discipline.

Basic: Provides incomplete responses or responses which are limited in either accuracy or explanation. Responses demonstrate limited understanding of the vocabulary and concepts of the discipline.

Minimal: Provides responses which demonstrate little understanding of concepts and vocabulary, and include inaccuracies and/or little explanation.

...from *Social Studies Competency Assurance, Draft, April 2002*

-> Students will fail to apply historical perspectives to demonstrate minimal understanding of concepts.

-> The student does not communicate in an organized way, and includes inaccurate information.

Culminating Performance – Part 2:

Each student will respond using the following writing prompt:

"Some would say that the civil rights movement continues to change the individual rights of minorities in the United States, while others would argue that the civil rights movement stopped after the assassination of MLK and RFK. Analyze the above statement as it relates to its impact on your life."

Level 4:

- The student will demonstrate an extensive understanding of, including the use of appropriate vocabulary, the Civil Rights movement before and after the assassinations of Dr. Martin Luther King, Jr. and Senator Robert Kennedy.
- The student will provide an analysis of the evidence used to determine how the statement relates to his/her life using extensive detail.
- The student communicates in a highly structured and well-organized way.

Level 3:

- The student will demonstrate a broad understanding of, including the use of appropriate vocabulary, the Civil Rights movement before and after the assassinations of Dr. Martin Luther King, Jr. and Senator Robert Kennedy.
- The student will provide an analysis of the evidence used to determine how the statement relates to his/her life using broad detail.
- The student communicates in a well-organized way.

Level 2:

- The student will demonstrate a basic understanding of, including the use of appropriate vocabulary, the Civil Rights movement before and after the assassinations of Dr. Martin Luther King, Jr. and Senator Robert Kennedy.
- The student will provide a basic analysis of the statement, but does not attempt to connect it to his/her life.
- The student communicates in a poorly organized way.

Level 1:

- The student will demonstrate a minimal understanding of the Civil Rights movement before or after the assassinations of Dr. Martin Luther King, Jr. and Senator Robert Kennedy.
- The student does not provide an analysis of the statement and makes no attempt to connect the statement to his/her life to his/her life.
- The student does not communicate in an organized way.

Knowledge:

Affirmative action, minority rights, gender equality, common good (societal needs), historical perspective, Title 9, Bakke Decision, Pre-68 civil rights content, Roe v. Wade, ADA, ERA, Rainbow Coalition, Reparations, AIM, Gay Rights, "Don't ask, don't tell".

People: Jesse Jackson, Gloria Steinem, Malcolm X, MLK, RFK, Cesar Chavez, Betty Freidan, Muhammad Ali, John Ashcroft, Al Sharpton, Louis Farrakhan, Ryan White, Russell Means

Skills/Abilities:

Skill/ability associated with selected delivery format (see list in rubric)

Research skills

Basic computer skills and use of technology

Presentation skills

Analysis

Processing

Application

Interpretation

Evaluation

Writing

Critical Resources:

Facing History and Ourselves <http://facinghistory.org>

Teaching Tolerance

TCI/History Alive

Center for Learning Materials

Mind Sparks

Online student computer access in the classroom

Video equipment (if any students select this format)

Ordinary Americans

DBQ Project (TCHS)

Words of Ages (TCHS)

Textbooks

"Eyes on the Prize"

Guest speakers

Choosing to Participate

Video: Color Adjustment

Instructional/Assessment Activities:

Introduction: What is a minority? (Facing History/TCI/Teaching Tolerance)

Lesson 1 (1-2 Hours)

Intro. Activity - Song - Smiling Faces - Discussion

Activity 1 - Use quote from David S. - Holocaust and Human Behavior P. xiii

Activity 2 - Introduction and discussion of culminating performance and assign to group

Activity 3- Discussion of responses to the quote in their group

Activity 4 - Share groups' responses with the class

Activity 5 - Brainstorm "What is a minority" and according to your definition are you one. How would you move from the majority to the minority?

Lesson 2 (1-2 Hours)

Activity 1 - Power Point - Pictures of Summer 1968 with the song Abraham, Martin, & John, and voice clips & discuss images and songs

Activity 2 - Guided Reading (textbook or teacher created) to include appropriate knowledge words

Activity 3 - Discuss guided reading

Activity 4 - Time magazine article occurring in 1968, writing activity

Lesson 3 (2-3 Hours) "I am Woman" - Helen Reddy

Activity 1 - Read "What do we do with a variation" from "Race and Membership: The Eugenics Movement." Use connection questions as appropriate, and discuss.

Activity 2 - Read summaries of Bakke Case, ADA, 27th Amendment, ERA, Title 9

Activity 3 - Discuss legacies and merits of the cases, as well as how these cases impact you today.

Activity 4 - "What if?" Read the new affirmative action case, and write a decision.

Lesson 4 (2-3 Hours)

Activity 1 - Use groups constructed previously to evaluate materials on legislation and Supreme Court decisions, obtained from the Media Center and online resources. Groups will construct illustrated timeline (digitally or by hand, depending on available technology) of the events after 1968 as related to the group's assigned minority.

Activity 2 - Present timeline (alternatively, the whole class can assemble a single timeline together using "Timeliner.")

Lesson 5 (1-2 Hours) "Come together" - The Beatles

Activity 1 - Prepare questions for forum in advance

Activity 2 - NCCJ, ACLU, The Humanitarium, LFUCG Council members, Gatewood - guest speakers or debate. "What is the status of the civil rights movement today?"

Activity 3 - Editorial cartoon on the status of civil rights

Lesson 6 (1-2 Hours) "Black & White - Inner Circle" Three Dog Night

Activity 1 - Request "Facing History..." to locate media clips and articles on civil rights from near '68, and recently, for comparison.

Activity 2 - Use various readings and materials from Facing History concerning civil rights and the media or portrayal of minorities in the media.

Activity 3 - "Big Paper" activity.

Lesson 7 (6-7 hours)

Activity 1 - Students researching and using various materials to complete culminating project. (computer lab, library). Students will find at least 5 sources each day and summarize these sources that are relevant to their project to be assessed at the end of each day. (2 days)

Activity 2 - Students will work in the room to finalize their plan for the culminating project.

Activity 3 - Students will produce their digital culminating project.

Activity 4 - Students will turn in culminating project.

Activity 5 - Students will answer open response and discuss open response as it relates to the organizing and essential questions.

Activity 6 - Presentation of the web page.