

What are Civil Rights?



Nicola Turner
 Detroit Public Schools
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<http://blogs.loc.gov/picturethis/files/2012/01/USNWR04297-300x196.jpg>

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Overview

The Civil Rights Movement chronicles people’s struggles for social justice. Teaching the Civil Rights Movement has the capacity to help students develop a critical analysis of United States history and strategies for change.

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Objectives	<ul style="list-style-type: none"> • Students will understand the following: people made a difference during the Civil Rights Movement as they struggled for social justice and their beliefs. • Students will make connections between their own experiences and past events, people, and places.
Recommended time frame	2-3 days 45-60 minutes per session (or time as needed)
Grade level	2 nd (may be adapted for other grades)
Curriculum fit	Social Studies and English Language Arts
Materials	<p>Teacher note: To open any hyperlink, place mouse over hyperlink, right click mouse and select open hyperlink.</p> <p>Chart Paper, markers, paper, pencils</p> <div data-bbox="695 1465 802 1598" data-label="Image"> </div> <p>eBook: For Every Child: The rights of the child in words and pictures</p> <p>Images from the Library of Congress American Memory and Google website (See Civil Rights PowerPoint to display during lesson)</p>

Civil Rights PowerPoint- [Civil Rights.pptx](#)

[Primary Source Analysis Tool](#)

The image shows a screenshot of a 'PRIMARY SOURCE ANALYSIS TOOL' form. The form is divided into three main columns: 'CONTEXT', 'REFLECT', and 'QUESTION'. Each column has several horizontal lines for writing. Below these columns is a section labeled 'FURTHER INVESTIGATION' with a small icon of a magnifying glass. The form is titled 'PRIMARY SOURCE ANALYSIS TOOL' at the top left and has a circular logo at the top right.

Primary Source Analysis Tool Teacher's Guide
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf

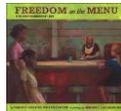
Venn Diagram-

<http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>

Questions for Civil Rights Movement Interview-
The 5 W's Chart-

<http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf>

Snacks for whole class



Storybook:

Freedom on the Menu: The Greensboro Sit-Ins

By Carole Boston Weatherford

(ANY BOOK ABOUT CIVIL RIGHTS CAN BE
SUBSTITUTED FOR THIS ACTIVITY)

Michigan State Learning Standards

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Students will:

Social Studies Content Expectations

2-H2.06 Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).

Language Arts Content Expectations:

W.PR.02.02 develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast).

Procedures

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Activity ONE

Discuss the rights students have in the classroom, in the school, in the family and how they achieved those rights.



The book, *For Every Child: The rights of the child in words and pictures*, published in association with UNICEF, with a foreword by Desmond Tutu, can be used to address the Rights of the Child.

<http://www.cfbt.com/lincs/pdf/Rights%20For%20Every%20Child.pdf>

Document on chart paper. Label three columns: Classroom, School, and Family. Have students express what they think their rights are in each situation. Help students to understand that they have these rights as humans.

MY RIGHTS

Classroom	School	Family
Right to learn. Right to be safe. Right to give their opinion.	Right to an Education. Right to various learning activities.	Right to be cared for. Right to be protected.

Activity TWO

Discuss with children: How do they keep or lose the rights or privileges they have in their life and how does it make them feel when they lose some of their rights and privileges.

Next, discuss what civil rights are: the rights of full citizenship and equality under the law. (See Historical Background for further information).

Discuss how all people have not always had civil rights in the United States. Help students to become familiar with the Civil Rights Movement's fight for equality by introducing Primary Source Images. Show images. (See power point) Discuss each slide and how students feel about Segregation /Jim Crow Laws.

Student should know the conditions that brought about the Civil Rights Movement such as Jim Crow laws and forms of segregation (see power point presentation for images). Have students identify and note details of each picture on an Analyzing Primary Sources worksheet for each LOC photo. The first two sections (Observe & Reflect) can be answered as a large group and the Question section can be answered individually for each student. After the first work sheet has been done, students can break up into groups to complete worksheets.

ACTIVITY Three
Civil Rights Movement Interview of family or community member

Conducting an oral history offers students an opportunity to reach out to the older generations in their own families and communities, in order to learn more about the past. Have students' interview staff members or invite members from the community to discuss living through the Civil Rights Movement. Students may conduct interviews using Questions for Civil Rights Movement Interview-

The 5 W's Chart-

<http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf>

Next, have student identify family members or neighbors who lived during the Civil Rights era of the 1950s-1970s. Students will each interview one person who lived through the civil rights movement to find out how his or her life was changed by civil rights movement.

Questions to be answered (using graphic organizer):

1. Who is this person? How old were they?
2. Where did they live (city and state)?
3. What do they know/remember about the Civil Rights Movement?
4. When did this take place?
5. Why do they think it happened?

How did the Civil Rights Movement affect this person? How did/do they feel about these inequalities? (Did they go to segregated schools? Did they experience laws that stopped them from eating at lunch counters, sitting in the front of the bus, or not being able to drink out of certain water fountains?)

Have students return interview. Next, have students write a paragraph (using their interview) to explain what their family or community member said in the interview. (Model writing expectations, review components of a paragraph if necessary). Have students draw a picture to go with this narrative. Collect all interviews to assemble as a class book.

Evaluation

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1. Students will complete a Venn diagram

What does it mean to not have civil rights?
(Rights such as voting, housing rights, to be able to go to school are ones students may understand)

Discuss how schools were when they were segregated. Many students were not treated fairly, and had to overcome many obstacle to get an education.

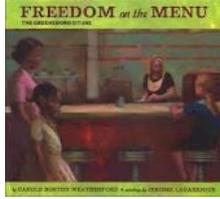
After discussion of Primary Source Images, have students complete Venn Diagram to evaluate their understanding of which civil rights were denied. They may use their completed Primary Source Worksheets to assist them.

<http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>

2. How Would You Feel?

Lesson on Equality- Children experience prejudice first hand.

Story: *Freedom on the Menu: The Greensboro Sit-Ins*
By Carole Boston Weatherford



Before story is read, pass out morning snacks to only half of class. When the other children question this, explain that only half of the students are getting snacks today. After snack time, have students prepare for story time. Without any explanation for actions, read the story. After reading the story, ask the children who did not receive snacks how they felt about that. Then I ask those who did receive snacks how they felt. Now explain that this was a demonstration of prejudice or unequal treatment. The children have a greater understanding of how unfairly people were treated during the civil rights and why the movement came about. Finally, give morning snack to those children who did not receive a snack.

(Send home a not explaining lesson to the parents.).

Afterward, have students imagine themselves in one of the situations from the primary sources images (Show images again). Tell students to think about being in a situation in which they are fighting to change the way things have always been. Have students write a paragraph explaining why was it important to fight for (their) civil rights. Next, collect all narratives to assemble as a class book.

Extension: Books for young readers:

Altman, Linda Jacobs. *The American Civil Rights Movement: The African-American Struggle for Equality*. Berkeley Heights, New Jersey: Enslow Publishers, Inc., 2004.

Cheatham, Kae. *Dennis Banks: Native American Activist*. Springfield. New Jersey: Enslow Publishers, 1997.

Gaines, Ann. *César Chávez: The Fight for Farm Workers Rights*. Chanhassen, Minnesota: The Child's World, 2003.

Orr, Tamra B. *The Civil Rights Movement*. San Diego, California: Blackbirch Press, 2004.

The Struggle for Civil Rights: 1940s-1970s. Evanston, Illinois: Nextext, 2003.

Vernell, Marjorie. *Leaders of Black Civil Rights*. San Diego, California: Lucent Books, 2000.

Connecting Kid- Civil Rights

http://memory.loc.gov/learn/community/cc_civilrights.php

<http://memory.loc.gov/learn/features/civilrights/flash.html>

<http://pbskids.org/wayback/civilrights/index.html>

<http://www.pbs.org/wnet/aaworld/>

<http://www.pbs.org/wgbh/amex/mlk/>

<http://www.kodak.com/US/en/corp/features/moore/mooreIndex.shtml>

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Historical Background

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Key Concept

Major historical events such as the Civil Rights Movement affected real people's lives. Equally important, students need to learn that historical change is the result of the ideas and actions by average Americans and not simply just by the famous leaders of a movement. Their family members or neighbors are important historical actors.

The teacher should be knowledgeable about conditions that did not give people of color or women the same rights as white males. Teachers should discuss Jim Crow laws and segregation as evidence of inequality in America. Teachers should also introduce and discuss the impact of these laws on people's lives, including restrictions on education, voting, and employment.

Vocabulary

Civil Rights Movement- http://dictionary.kids.net.au/word/Civil_Rights_movement

movement in the United States beginning in the 1960s and led primarily by Blacks in an effort to establish the civil rights of individual Black citizens

Jim Crow / Segregation Laws-

http://library.mtsu.edu/tps/sets/Primary_Source_Set--Jim_Crow_in_America.pdf

<http://academic.udayton.edu/race/02rights/jcrow02.htm>

Buses -All passenger stations in this state operated by any motor transportation company shall have separate waiting rooms or space and separate ticket windows for the white and colored races

Lunch Counters- All persons, firms, or corporations, who or which furnish meals to passengers at station restaurants or station eating houses, in times limited by common carriers of said passengers, shall furnish said meals to white and colored passengers in the same room, or at the same table, or at the same counter.

Restaurants- It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are effectually separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment. All persons licensed to conduct a restaurant, shall serve either white people exclusively or colored people exclusively and shall not sell to the two races within the same room or serve the two races anywhere under the same license.

Education- The schools for white children and the schools for negro children shall be conducted separately

Textbooks- Books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them.

Primary Resources from the Library of Congress

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Image	Description	URL
	<p>"Colored" Water Cooler, 1939</p> <p><u>Man drinking from a segregated water cooler in an Oklahoma City street car terminal. Oklahoma City, Oklahoma, July 1939.</u></p> <p>Photograph by Russell Lee.</p> <p>Copy print. Farm Security Administration/Office of War Information Collection, Prints and Photographs Division (5)</p> <p>Digital ID # cph 3b27120 Reproduction # LC-USZ62-80126</p>	<p>http://www.loc.gov/exhibits/civilrights/images/cr0005s.jpg</p>
	<p>School Integration in Little Rock, Arkansas, 1957</p> <p><u>African American students arriving at Central High School, Little Rock, Arkansas, in U.S. Army car, 1957.</u></p> <p>Photograph by Bern Keating.</p> <p>Copy print. U.S. News & World Report Magazine Collection, <u>Prints and Photographs Division</u> (13)</p> <p>Digital ID # ppmsc 00182</p>	<p>http://www.loc.gov/exhibits/civilrights/images/cr0013s.jpg</p>

	<p><u>Ronald Martin, Robert Patterson, and Mark Martin stage sit-down strike after being refused service at a F.W. Woolworth luncheon counter, Greensboro, N.C., 1960.</u> Gelatin silver print. New York World-Telegram and Sun Collection, <u>Prints and Photographs Division</u> (15) Digital ID # cph 3c14749</p>	<p>http://www.loc.gov/rr/print/res/076_nyw.html</p> <p>http://hdl.loc.gov/loc.pnp/ppmsca.08095</p>
	<p>Title: Hurlock, Md. elementary school Date Created/Published: [between 1921 and 1960] Medium: 1 photographic print. Summary: African American children posed with teacher outside of school, Hurlock, Md.</p>	<p>http://www.loc.gov/exhibits/brown/images/br0020as.jpg</p> <p>(http://www.loc.gov/rr/print/res/086_naa.html)</p>
	<p><u>Members of the "Washington Freedom Riders Committee," en route to Washington, D.C., hang signs from bus windows to protest segregation, New York, 1961.</u> Copy print. New York World-Telegram and Sun Collection <u>Prints and Photographs Division.</u> Digital ID # cph 3c25958</p>	<p>http://www.loc.gov/exhibits/civilrights/images/cr-freedomriders-08129r-th.jpg</p>

Rubric

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Student name: _____ Date: _____

Venn Diagram Rubric

Objects being compared in the Venn diagram:

Civil Rights Then and Civil Right Now

Strong Grasp

Progressing

Not in Evidence

Placement of statements within the Venn diagram

All statements noting similarities are placed in the center circle and all statements that note differences are placed in the correct outer circle.

Most statements are placed in the correct circle, but student mixed up a few statements.

Few statements are placed in the correct circle.

Number of quality statements

Student is able to make three or more comparison statements in each circle.

Student is able to make 2 comparison statements in each circle.

Student makes one comparison statement in each circle.

Handouts

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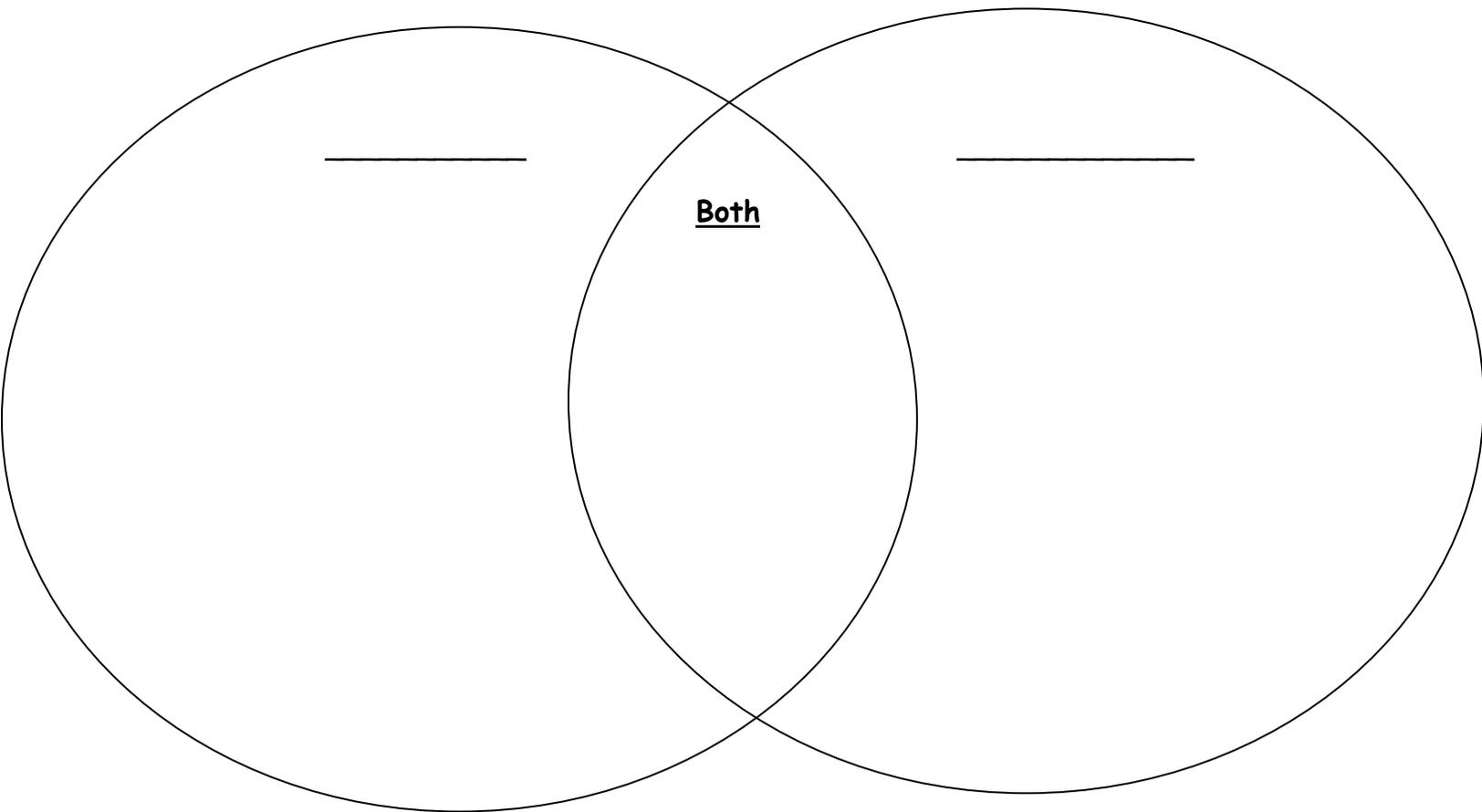
Venn Diagram

A Venn diagram helps you compare two things. In the outer circles, write things about them that are different. In the center circle, write things that are alike. Summarize the differences and similarities on the lines below.

[Venn Diagram](#)

Compare and Contrast

Topic: _____



[Five W's Chart](#) for Interview

Name _____ Date _____

Five W's Chart

Fill in each row with details that answer the question.

What happened?
Who was there?
When did it happen?
Where did it happen?
Why did it happen?

