

Overview

Lesson Title: The March to Montgomery

Overview: The intent of this lesson is to highlight the many people and efforts that laid the foundation for the modern Civil Rights Movement. We will explore the history of early pioneers of civil rights, like Booker T. Washington and Ida B. Wells. In addition, we will introduce key contributors, such as Mary Terrell and Jo Ann Robinson, who are less often credited for their more behind-the-scenes efforts that directly contributed to the successes of the Civil Rights Movement of the 1950s and 1960s.

Understanding goal: The goal is to broaden the knowledge of many who believe the Civil Rights Movement started after the *Brown v. Board of Education of Topeka Kansas*, or the Montgomery Bus Boycott. Perhaps more importantly is the emphasis on the role of regular people to the success of the movement.

Objectives:

- The student will demonstrate the ability to locate primary sources from the Library of Congress about the people and events of the Civil Rights Movement.
- The student will demonstrate the ability to analyze primary source text using the Analysis Tool and Guide available on the Library of Congress website.
- The student will demonstrate mastery of the lesson by presenting their response to the investigative question to the class using at least two primary sources found on the Library of Congress website or provided by the teacher.
- The student demonstrate an understanding of the training received by key figures in the Civil Rights movement by analyzing the training provided at the Highlander Folk School.
- The student will work with an assigned group to design a Civil Rights Protest. The project will be graded based on the assigned Rubric.

Investigative question: Without mentioning *Brown v. Board of Education*; Dr. Martin Luther King Jr., or Rosa Parks, what led to the success of the Modern Civil Rights Movements of the 1950s and 1960s?

Grades: 6-8, 9-12

Subjects: Social Studies:

- United States History and the Constitution (USHC)
- African American History (AAH)

Standards:

- ***United States History and the Constitution: Standard 5:*** Demonstrate the impact of America's global leadership on technological advancements, the transition to a post-industrial society, and ongoing debates over identity in the period 1945–present.
- **Indicator: USHC.5.CC:** Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights.

- **African American History (Berkeley Country Standard): Standard AAH-4:** The student will demonstrate an understanding of the African American Civil Rights Movement of the twentieth century, to include the “Great Migration” from the south, positive and negative results of litigation efforts, social and economic impact of African American participation in World War 1, World War 2, and the Korean War, African American protest efforts of the 1950s and 60s, and important legislation granting equal rights to African Americans.
-- **Indicator: AAH-4.4:** AAH-4.4: Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.

Resources provided to students:

1. **Stono Rebellion (Anti-Slavery):** https://www.americaslibrary.gov/jb/colonial/jb_colonial_stono_2.html
2. **Ida B. Wells (Anti-Lynching):** <https://www.loc.gov/rr/news/topics/ida.html>
3. **Mary Church Terrell (Women’s Suffrage):** <https://www.loc.gov/collections/mary-church-terrell-papers/about-this-collection/>
4. **Ella Baker (SNCC/Sit-Ins):**
https://www.loc.gov/folklife/civilrights/survey/view_collection.php?coll_id=2778
5. **Highlander Folk School:** https://www.loc.gov/folklife/civilrights/survey/view_collection.php?coll_id=1090
6. **The Journey of Reconciliation (Early Freedom Rides):** <https://www.loc.gov/item/2009632146/>
7. **Jo Ann Robinson (Montgomery Bus Boycott):**
<https://www.loc.gov/resource/mss85943.003706/?sp=4&r=-0.335,0.045,1.656,0.668,0>
8. **Library of Congress: The Papers of Rosa Parks:** <https://www.loc.gov/collections/rosa-parks-papers/about-this-collection/>
9. **YouTube Video (History of the Civil Rights Movement):** <https://youtu.be/URxwe6LPvkM>
10. **Double “V” Campaign:** <https://blogs.loc.gov/loc/2020/08/world-war-ii-the-double-v-campaign/>
11. **The African American Odyssey: A Quest for Full Citizenship:** <https://www.loc.gov/exhibits/african-american-odyssey/exhibition-items.html>

Materials: Materials: PowerPoint slides, Project Materials, Chromebooks

Procedure:

Lesson Preparation

This lesson emphasizes students using the Library of Congress to learn more about the history of the struggle for Civil Rights for African Americans to answer the main lesson question. The teacher will assign student groups.

This is a two-day lesson, with both days requiring computers connected to the Internet. To prepare students for the second day, the teacher will use part of the first day to model how to find information on the LOC.GOV website. In addition, students will have the opportunity to practice using the website.

Lesson Procedure (Day 1)... Explanation and Modeling

Step 1: The teacher will discuss the overview, goals, investigative question, and objectives of the lesson. Explain to the students they will be working in groups and will be required to present their findings to the class upon completion.

Step 2: The teacher will lead a discussion on the African American struggle for equal rights, and inquire about what students already know about the era and the role of ordinary citizens.

-- The PowerPoint lesson will broaden the students understanding of the Civil Rights struggle of African Americans by chronicling protest efforts from the beginning of slavery in America through the 1900s to demonstrate the long Arc of the struggle. The lesson will highlight some key people and events that laid the groundwork for the first successful Civil Rights protest that most students learn about, the Montgomery Bus Boycott.

-- All topics and people introduced to the students are readily available to be researched on the Library of Congress website and the links to these topics are made available to students. Some of the topics provided include: The Stono Rebellion, Nat Turner; Underground Railroad; Ida B. Wells; Journey of Reconciliation; Jo Ann Robinson; etc.

Step 3: All students will have access to a collection of Primary Source material that cover decades of civil rights activities to formulate their opinions and craft their summative project.

Step 4: Teacher will model using the Analysis Tool and Guide, available on the Library of Congress website, to analyze the Primary Source Materials available to students.

Step 5: The teacher will model researching Primary Source material on the Library of Congress website.

Step 6: The teacher will break students up into research groups of 3 to 4 students. Students will be briefed on the task to be completed during the next class period.

Step 7: Groups of students will spend the remaining class period practicing using the Library of Congress website to begin researching their desired protest or people, to start their assignment research.

Lesson Procedure (Day 2)...Student Research and Analysis (45 Minutes)

Step 1: Remind students of the Goal, Objective, and Investigative Question.

Step 2: Each group of students must use the Analysis Tool and Guide to analyze at least two of their primary sources provided by the teacher, or two they find on LOC.gov. Allow 30 minutes for this task.

Step 3: The teacher will continually monitor pairs to ensure they remain on task and help students navigate the Library of Congress website.

Step 4: Discussion of Problems and Assessment: (Final 30 minutes of class)

When groups have completed their work, each group will share their findings with the class. Each group must demonstrate how their primary sources address the investigative question and contributed to their protest plans. The presentations must be based on information from at least two primary sources found on the Library of Congress website.

NOTE: Students may create posters, dioramas, or PowerPoint type presentations to help explain their protest plans.

Assessment:

Evaluation: Student performance will be assessed based on the following criteria and attached Rubric:

1. Did the group accurately use the Analysis Tool and Guide to analyze at least two primary sources?
2. Were the sources used truly Primary Sources?
3. Do the primary sources chosen accurately respond to the investigative question?
4. Did the student group presentation completely and accurately address the lesson question?
5. Did the group clearly demonstrate how their research contributed to the creation of their civil rights protest planning?
6. Did the group clearly communicate the goal of the protest and provide a step-by-step explanation of the protest execution.

Student Instruction Sheet

Lesson:

The American **Civil Rights Movement** was a political movement and campaign normally associated with the years 1954 to 1968 in the United States to abolish institutional racial segregation, discrimination, and disenfranchisement throughout the United States. You will work in groups to gain a better understanding of what efforts happened before the famous Montgomery Bus Boycott of 1955 that contributed to its success. You are free to reference any person or event from the first enslaved Africans who arrived in the English American colonies in 1619 until the start of the Montgomery Bus Boycott of 1955. You must use Primary Source material found on the Library of Congress website to answer the investigative question below through a group project.

Investigative question: Without mentioning *Brown v. Board of Education*; Dr. Martin Luther King Jr., or Rosa Parks, what led to the success of the Modern Civil Rights Movements of the 1950s and 1960s?

You will be separated into groups to do the following:

- 1: Use the Analysis Tool and Guide to analyze at least two primary sources that you found on the loc.gov website, or from the attached Student Resources Sheet. You must fully complete the analysis of each of the two primary sources you choose.
2. Your group must use the Primary Source information you discovered to plan your own Civil Rights protest. Your group can select any previous or current Civil Rights issue you want to highlight.
- 3: Discussion of Problems: When you complete your research and analysis, your group will share your findings with the class by presenting your protest plans. You may present your plans using your method of choice, such as: Poster Board, PowerPoint presentations, diorama, etc. Your group's chosen presentation method must be pre-approved by the classroom teacher.
4. Your task completion will be graded based on the following:
 - a) Did the group accurately use the Analysis Tool and Guide to analyze at least two primary sources?
 - b) Were the sources used truly Primary Sources?
 - c) Do the primary sources chosen accurately respond to the investigative question?
 - d) Did student group presentation completely and accurately address the investigative question?
 - e) Did the group clearly demonstrate how their research contributed to the creation of their planned protest?
 - f) Did the group clearly communicate the goal of the protest and provide a step-by-step explanation of the protest execution.

Search Tips: To improve your chances of finding relevant Primary Sources, make sure your search term includes words like: **Civil Rights; Protests, Primary Source, etc.**

Student Resources Sheet

1. **Stono Rebellion (Anti-Slavery):** https://www.americaslibrary.gov/jb/colonial/jb_colonial_stono_2.html
2. **Ida B. Wells (Anti-Lynching):** <https://www.loc.gov/rr/news/topics/ida.html>
3. **Mary Church Terrell (Women's Suffrage):** <https://www.loc.gov/collections/mary-church-terrell-papers/about-this-collection/>
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5. **Highlander Folk School:** https://www.loc.gov/folklife/civilrights/survey/view_collection.php?coll_id=1090
6. **The Journey of Reconciliation (Early Freedom Rides):** <https://www.loc.gov/item/2009632146/>
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9. **YouTube Video (History of the Civil Rights Movement):** <https://youtu.be/URxwe6LPvkM>
10. **Double "V" Campaign:** <https://blogs.loc.gov/loc/2020/08/world-war-ii-the-double-v-campaign/>
11. **The African American Odyssey: A Quest for Full Citizenship:** <https://www.loc.gov/exhibits/african-american-odyssey/exhibition-items.html>