



Title of Learning Unit: The Civil Rights Movement in the Courts and Congress

Subjects: Government, History, Reading, and Writing

Grade Level: 12th Grade

Overarching Concept: Power, Authority, and Governance and Time, Continuity, and Change

Overview: This unit is intended to introduce students to the Civil Rights Movement. By the end of the unit, students will understand the inequality, segregation, and discrimination that characterized America, especially the South, until the 1960's. They will read the book *To Kill a Mockingbird* to establish a firmer understanding of race and justice in America prior to the Civil Rights Movement, which will deepen their understanding of why the Civil Rights Movement was necessary. Through lessons and activities, some of which are designed for individual devices, students will learn that attaining civil rights was the result of many legislative and judicial decisions that were not achieved without the cooperation of many different groups and individuals.

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Pre-instructional Assessment/Introduction:

Students will be shown the trial scene from *To Kill A Mockingbird* to introduce the topic of Civil Rights in the courtroom. After watching the scene, the class will identify the ways that issues such as race-based discrimination affected the trial proceedings. Then students will be given a set of primary source documents, including the Civil Rights Act, Plessy v. Ferguson, Brown v. Board of Education, the Voting Rights Act, the 14th Amendment, which they will be asked to order chronologically in groups. Each group will also determine which document they believe was the most important or influential.

This activity will familiarize students with the primary sources that they will be further analyzing throughout the unit. By arranging the sources chronologically, students will engage their background knowledge gained in previous history classes. The students will learn about each of these sources in more detail throughout the unit and most will be analyzed during other activities. This activity and the rest of the unit will help students realize that civil rights for all in America was the result of many different legislative and judicial decisions and required the cooperation of many different groups and individuals.

Lesson/Activity #1

Introduction and History of the Civil Rights Movement in America

Overview of Lesson:

During this lesson, students will be introduced to both the primary sources to be used throughout this unit as well as their literary book backdrop, *To Kill a Mockingbird*. Students will watch a brief scene from the film version of this novel and then work in groups to chronologically order several primary sources. After these introductory activities, students will be given a brief overview of a few historic events that were important to the Civil Rights Movement.

PA Standards:

5.1.C.A. Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

Assessment Anchor C.1.1 Purpose and Functions of Government, Eligible Content C.1.1.3.1 Analyze the development of historic and contemporary human and civil rights.

Investigative Question for this activity: What historic governmental decisions and events helped influence the Civil Rights Movement in America?

Objective: After a lesson giving the background of the Civil Rights Movement, students will be able to order important events and legislation with 100% accuracy.

Materials:

- Interactive white board
- Power Point Presentation (see Appendix A)
- Class set of *To Kill a Mockingbird* books
- *To Kill a Mockingbird* Vocabulary List – Modification (see Appendix B)

Printed Sources (see Appendix B):

Primary Source Sets (one copy per group, **not given in this order**)

1. A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774 – 1875, *Statutes at Large*, 39th Congress, 1st Session, pg. 358 (14th Amendment Proposal) <https://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=014/llsl014.db&recNum=389>
2. Supreme Court of the United States. *Plessy v. Ferguson*, 1896. http://www.loc.gov/exhibits/civil-rights-act/images/cr0014_enlarge.jpg
3. Executive Order 9980, July 26, 1948. <http://www.loc.gov/exhibits/naacp/world-war-ii-and-the-post-war-years.html>
4. Warren's Reading Copy of the Brown Decision, 1954 http://www.loc.gov/exhibits/civil-rights-act/civil-rights-era.html#obj084_01
5. Clarence Mitchell to Roy Wilkins, June 20, 1964 (Senate Letter No. 15). http://www.loc.gov/exhibits/civil-rights-act/images/cr0193_enlarge.jpg

6. President Lyndon B. Johnson gives Dr. Martin Luther King one of the pens used in the signing of the Voting Rights Act of 1965.
<http://www.loc.gov/pictures/resource/ppmsca.08105/>

Online Resources/Collections/Exhibits/Websites:

To Kill a Mockingbird Closing Argument (You Tube):
<https://www.youtube.com/watch?v=HOocTXKPVVU>

Student Learning Process:

1. Students will watch a brief video clip of Atticus' closing statement from the trial in *To Kill a Mockingbird*. After watching this video clip, the students will discuss, as a class, observations they made during the clip and what role race and discrimination seemed to play in this scene. The video and discussion should take about 10 minutes. At this time, students will also be introduced to the literary book backdrop for this unit, *To Kill a Mockingbird*. Each student should be given a copy of the book to read.
2. Students will be divided into groups of 3. Each group will be given a primary source set, which they will be asked to place in chronological order. Students will be given about 5 minutes to order these sources as a group.
3. After students have chronologically ordered their primary source sets, they will be given a brief overview of important events leading to the Civil Rights Movement as the teacher lectures the class using a Power Point presentation projected on the interactive white board. This portion of the lesson should take 15 minutes.
4. After the Power Point presentation and introduction of the book, students will again work in groups to fix their ordered sources without using notes. During this time the teacher should walk around the classroom to answer any questions students have. Each group should have their work checked by the teacher. Once students have correctly arranged their sources in chronological order, they should use the remainder of the period to quietly begin reading *To Kill a Mockingbird*.

Closure: Students should reflect on the significance of each document and event. On a blank sheet of paper, each group should answer the question, "which of these documents do you think was most important? Justify your answer." All group members' names should be written on the paper, which will be given to the teacher by the end of the period.

Modifications/Accommodation Techniques for Students with Special Needs:

English Language Learners, students with special needs, and other struggling readers should be provided with a vocabulary list for *To Kill a Mockingbird*. When appropriate, audio books or abridged versions of the text should be located for these students to use.

Assessment: The teacher will walk around to observe the students' group work and check to ensure that each group correctly arranged their sources. The teacher will also collect and review each group's answers to the question "which of these documents do you think was most important? Justify your answer."

Lesson/Activity #2

Brown v. Board of Education

Overview of Lesson:

During this lesson, students will learn about the Supreme Court case Brown v. Board of Education. They will learn about the historical context of this case during a presentation by the teacher. After this presentation, students will read and analyze two primary source documents, comparing and contrasting these sources.

PA Standards:

PA Standard 5.3.12.F. Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

Investigative Question for this activity: Why is Brown v. Board of Education considered to be a landmark Supreme Court decision?

Objective(s): After a lecture and primary source analysis activity, students will identify at least three key differences between the two versions of Brown v. Board of Education with full accuracy.

Materials:

- Interactive White Board
- Power Point Presentation (see Appendix A)
- Notecards
- Vocabulary List – Modification (see Appendix C)

Printed Sources (see Appendix C):

1. United States Supreme Court BROWN v. BOARD OF EDUCATION, (1954) No. 10 (with highlighting)
<https://caselaw.findlaw.com/us-supreme-court/347/483.html>
2. Warren’s Reading Copy of the Brown Decision, 1954
http://www.loc.gov/exhibits/civil-rights-act/civil-rights-era.html#obj084_01
3. United States Supreme Court BROWN v. BOARD OF EDUCATION, (1954) No. 10 – Modification

Student Learning Process:

1. Students will take notes while the teacher introduces the court case and provides historical context for the students using a slide show presentation projected on the interactive white board. This brief introduction should take about 10 minutes.
2. Students will independently read the highlighted section of Printed Source 1. They should pay attention to the language used by Chief Justice Warren, especially the meaning of the word “equal” and take notes about the meaning of the document during and after reading. After about 10 minutes, students will be instructed to find a partner and discuss their observations and interpretations of the document.
3. Students will analyze Printed Source 2 as a class. The document will be projected onto the interactive white board in the front of the room as well as given to each student in printed form. Students will be given a few minutes to familiarize themselves with the document and make a few notes about their first observations. Students should be encouraged to provide observations of the whole document and not focus on reading the text, as it is the same text as a portion of Printed Source 1. After the students have had 2 or 3 minutes to examine the document on their own, volunteers will share their observations with the class. This should take a total of 7 to 10 minutes.
4. After thoroughly analyzing Printed Source 2 as a class, students will independently identify three key differences between the two documents by writing these differences on a notecard, which will be turned in to the teacher at the end of the period. They may use the two documents for reference while completing this assessment.
5. With about 5 minutes left in the period, students will be asked to volunteer to share the differences they identified from the documents with the rest of the class before students turn in their notecards. A homework activity will be assigned and a brief overview of the rest of the week will be given.

Closure: For homework students will write or type a paragraph explaining why Brown v. Board of Education is considered to be a landmark Supreme Court decision. They may use either of their sources or information from the slides to support their answer. This will be collected at the start of the next class period.

Modifications/Accommodation Techniques for Students with Special Needs:

Students with special needs and students who are struggling readers or English language learners should be provided with a vocabulary sheet, which defines important but unfamiliar terms from the reading. Where appropriate, these students should be permitted to read only selected paragraphs from Printed Source 1 (see Printed Source 3). The teacher may also guide these students to specific sections or words in the readings while they are making observations.

Assessment: After reading Printed Source 1 and analyzing Printed Source 2 as a class, students will identify three key differences between the two documents and write these differences on a notecard, which will be collected by the teacher at the end of the period.

Lesson/Activity #3

The Civil Rights Act of 1964

Overview of Lesson: Students will learn about the Civil Rights Act of 1964 by listening to the teacher will present a lesson about the passage and contents of the act. Then students will read four letters written by members of the NAACP during the hearings and debates of the Civil Rights Act of 1964. After reading the letters, students will order the sources and infer what emotions the authors of the letters were feeling during writing.

PA Standards:

PA Standard 5.3.C.G. Analyze the influence of interest groups in the political process.

Assessment Anchor C.1.1 Purpose and Functions of Government, Eligible Content C.1.1.1.4 Analyze how the opinions and beliefs of various groups influence policy making at the federal, state, and local levels.

CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Investigative Question for this activity: What emotions did members of the NAACP experience during the process of getting the Civil Rights Act of 1964 passed? Did these emotions change overtime?

Objective: Students will individually arrange letters chronologically and infer the emotions conveyed in the letters, providing at least 2 examples from the text to support their answers, with 75% accuracy.

Materials:

- Interactive white board
- Power Point Presentation (see Appendix A)
- Civil Rights Act of 1964 Graphic Organizer (see Appendix D)
- Chromebooks – Modification
- Printed Source 5 Assignment Worksheet – Modification (see Appendix D)

Printed Sources (see Appendix D):

1. Senate Letter No. 11, Clarence Mitchell to Roy Wilkins; May 22, 1964
http://www.loc.gov/exhibits/civil-rights-act/images/cr0186_enlarge.jpg
2. Senate Letter No. 5, Clarence Mitchell to Roy Wilkins; April 10, 1964
http://www.loc.gov/exhibits/civil-rights-act/images/cr0177_enlarge.jpg
3. Senate Letter No. 4, Clarence Mitchell to Roy Wilkins; April 3, 1964
http://www.loc.gov/exhibits/civil-rights-act/images/cr0174_enlarge.jpg
4. Senate Letter No. 15, Clarence Mitchell to Roy Wilkins; June 20, 1964
http://www.loc.gov/exhibits/civil-rights-act/images/cr0193_enlarge.jpg
5. Senate Letter No. 1, Clarence Mitchell to Roy Wilkins; March 12, 1964
Page 1: http://www.loc.gov/exhibits/civil-rights-act/images/cr0167_enlarge.jpg

Page 2: http://www.loc.gov/exhibits/civil-rights-act/images/cr0170p1_enlarge.jpg

Page 3: http://www.loc.gov/exhibits/civil-rights-act/images/cr0170p2_enlarge.jpg

Page 4: http://www.loc.gov/exhibits/civil-rights-act/images/cr0170p3_enlarge.jpg

Student Learning Process:

1. Students will take notes as they learn about the passage and content of the Civil Rights Act of 1964 as the teacher presents a Power Point presentation. This presentation will also give the students a brief introduction to the NAACP. This portion of the lesson should take 15 minutes.
2. For the next 20 to 25 minutes of class, students will be given a set of four letters (Printed Sources 1-4) written by NAACP members. Students should read these letters, paying particular attention to the emotions conveyed by the author of the letters. Students should then chronologically order the letters and complete the attached graphic organizer, which asks the students to chronologically order the sources; identify the date, the author, and the recipient of the letter; and identify emotions conveyed by the letter, providing support for their answers from the letters. There are also three questions for the students to answer at the end of the graphic organizer. At this time, modifications for students with special needs should be implemented as needed. These modifications are explained in detail below.
3. With about 5 minutes left in class, students will be asked to volunteer to share some of the emotions they identified from the letters with the rest of the class.

Closure:

Students who finished the graphic organizer in class should turn in their assignment as they leave the classroom. Students who did not finish in class, should complete this assignment for homework and turn it in at the beginning of the next class period.

Modifications/Accommodation Techniques for Students with Special Needs:

Students with learning disabilities and English Language Learners can be given 3 letters to read instead of 4 to lighten the linguistic and cognitive workload on them.

Gifted and other advanced students should be given an alternate assignment. These students should read Printed Source 5. While reading this document, students should use their Chromebooks to find a summary of the contents of each act. The students should answer the questions on the "Printed Source 5 Assignment Worksheet," which will be turned in at the end of the period or the beginning of the next period for students who need to complete the assignment as homework.

Assessment:

The teacher should collect the students' graphic organizers at the end of the period or beginning of the next period for students who completed the assignment for homework and check the assignment for accuracy, paying special attention to the textual support students used to justify their answers.

Lesson/Activity #4

The Voting Rights Act of 1965 Character Identification

Overview of Lesson: Students will analyze a photograph taken during the signing of the Voting Rights Act of 1965. Students will be divided into groups and given class time to research one of the men in the picture. This lesson will take two class periods, with the students presenting their research at the end of the second period.

PA Standards:

PA Standard 5.3.C.C. Explain how government agencies create, amend, and enforce policies in local, state, and national governments.

Assessment Anchor C.1.1 Purpose and Functions of Government, Eligible Content C.1.1.1.3 Define the purposes and functions of governmental and non-governmental organizations in implementing domestic policy.

CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Investigative Question for this activity:

Who were the main characters in the passage of the Voting Rights Act of 1965?

Objective:

Students will demonstrate their knowledge of a historic figure in the passage of the Voting Rights Act of 1965 in a group setting with full participation.

Materials:

- Interactive whiteboard
- Power Point Presentation (see Appendix A)
- Chromebooks (alternate option: school computer lab)
- Die
- Timer
- Presentation Rubric (see Appendix E)

Online Resources/Collections/Exhibits/Websites:

“The Voting Rights Act of 1965” (Photograph)

<http://www.loc.gov/exhibits/civil-rights-act/immediate-impact.html#obj278>

Included in Power Point presentation

Student Learning Process:

1. As a class, students will analyze “The Voting Rights Act of 1965” photograph, which will be divided into 3 evenly sized strips to be viewed one at a time. The students will identify the historic figures present and make other observations. They will also infer what the men in the picture may be doing. This analysis should take about 10 minutes.
2. After analyzing the photograph, the students will be given a handout that describes the historical context of this photograph and gives instructions for the group activity to be completed for the rest of the period. This handout also contains the rubric which will be used to grade the presentations.
3. Students will be divided into 4 groups of 5 or 6 students to complete their project. The students will use either their provided Chromebooks or a school computer lab (whichever is available) to research the historic figure assigned to their group. The 4 historic figures are Lyndon B. Johnson, Martin Luther King Jr., Claude Pepper, and Ralph Abernathy. They will have the remainder of today’s class period as well as the first 20 minutes of the following class period to research their character and make a 5-minute presentation to share with the rest of the class. The guidelines for this presentation can be found on the handout given to the students.
4. After the 20-minute research period on the second day of class is over, groups will be randomly assigned a presentation order by rolling a die. The group with the highest number may choose if they would like to present first or last. If they choose to present first, then the rest of the groups will follow in descending order and vice versa. A timer should be used to keep track of the length of each presentation. The teacher should grade each group using a rubric, which was provided to the groups at the start of the project.

Closure:

At the end of the presentations, the teacher should highlight or clarify any important information about each historic figure and answer any questions the groups were unable to answer.

Modifications/Accommodation Techniques for Students with Special Needs:

Students with special needs may be provided with printed sources about their group’s historic figure or with a list of websites to use during their research.

Assessment:

Students will be assessed on their presentation using the rubric provided at the beginning of this activity.

Lesson/Activity #5

Voting Rights Act of 1965 and Beyond

Overview of Lesson:

As a class, students will analyze a picture of black voters waiting to register to vote in 1965. They will take notes while the teacher gives a brief lecture about the Voting Rights Act of 1965 to review the information students learned while researching the past two days. Using either Chromebooks, a computer lab, or other technology, students should find and read news articles about recent issues with voting rights, and then complete a worksheet

PA Standards:

PA State Standard 5.1.C.A. Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

Assessment Anchor C.1.1 Purpose and Functions of Government, Eligible Content C.1.1.3.1 Analyze the development of historic and contemporary human and civil rights.

Common Core Standard CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Investigative Question for this activity: How does the Voting Rights Act of 1965 relate to current issues, such as voter ID laws and voter registration controversy?

Objective: Students will apply the contents of the Voting Rights Act to modern day issues in a group discussion with full participation.

Materials:

- Interactive White Board
- Power Point Presentation (see Appendix A)
- Chromebooks (alternate option: school computer lab)
- “1965 and Beyond” Current Event Analysis Worksheet (see Appendix F)

Online Resources/Collections/Exhibits/Websites:

“African Americans Waiting to Register to Vote” (Photograph)

<http://www.loc.gov/pictures/resource/cph.3c35687/>

Included in Power Point presentation

Student Learning Process:

1. As a class, students will analyze a picture of African Americans in Selma, Alabama waiting in line to register to vote in February 1965. They will analyze one quadrant at a time, then analyze the photograph as a whole. Students should be encouraged to differentiate between observations and inferences while analyzing the photograph. At the end of the activity, once students have been told what the photograph depicts, they should make connections between this photograph and their research from the past two days. This photograph analysis should take about 15 minutes.
2. After the photograph analysis, students should take notes as they learn about the Voting Rights Act of 1965 via a slide show presentation. This brief presentation, which reviews information they should have encountered during their presentation research, should take about 10 minutes.
3. Students will get out their Chromebooks and spend the next 10 to 15 minutes of the period finding news articles related to current issues related to voting. For students who are having difficulty coming up with ideas, this could include voter ID laws, the voter registration cancellations in the 2018 election in Georgia, or other recent occurrences. Students will find an article, read the article, and complete a worksheet connecting current events to the Voting Rights Act of 1965.
4. After students have completed their worksheet, they should find a partner and briefly share what their article was about and how it relates to the Voting Rights Act of 1965. Students who do not complete their worksheet in class should finish the assignment for homework.

Closure:

With a few minutes left in the period, the students should hand in their worksheet, which will be reviewed by the teacher.

Modifications/Accommodation Techniques for Students with Special Needs:

Students with special needs may be assigned a recent news article, which may possibly be written at a more appropriate reading level, assigned a topic for research, or provided with a list of reputable news sources for finding an article.

Assessment:

The teacher will collect the worksheets completed by the students in class. These worksheets will be graded for completion, but the teacher should read them to check for comprehension.

Post-instruction Assessment:

At the end of this unit, students will be assigned an oral history project. This oral history project will focus on the same content as was covered in the unit. For this project, students will spend time in class brainstorming a list of questions, which they will then ask to their interview subjects. Each student will ask their interview subject the same questions. The interview subject should be a grandparent or other individual who was alive during the 1960's and remembers the Civil Rights Movements. These questions will mainly focus on the topics discussed in class but may also include other major events from the Civil Rights Era, including the Montgomery Bus Boycott, the March on Washington, the assassination of President Kennedy, or other events from the 1960's. Students must talk to their interview subject in real time, either in person or over the phone. Students may write or type notes during their interviews or record the interview to transcribe notes at a later time. Students will submit their interview notes to the teacher. Because each student asked their interview subject the same questions, these interview notes can be compared and contrasted. After the interview, students should write a one- to two-page reflection connecting the information they learned in class with the information they gathered during the interview. On the day that this project and reflection are due, class time will be used for students to discuss with the teacher and their peers what their interview subject remembered about the Civil Rights Movement. The teacher should collect and grade each student's interview notes and reflection.

This project will assess the students' ability to communicate what they have learned in written form. It will require students to demonstrate their ability to connect information learned in class to information gathered from other sources. Not only will students demonstrate their mastery of the unit's content, but also their oral and written communication skills. The information gathered during this project will be used to determine the level of mastery students have achieved over the material from this unit. If the students have not mastered the content, some time will be spent reviewing the material and different teaching and learning strategies will be used for future units. If students seemed to struggle with the writing portion of the assessment, more class time will be devoted to activities that help students engage with social studies content while aiding in the development of their writing skills.

Appendix A: Power Point Presentation

Appendix A

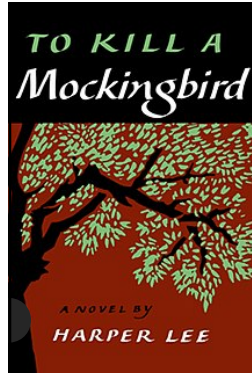
THE CIVIL RIGHTS MOVEMENT IN THE COURTS AND CONGRESS

HISTORY OF THE CIVIL RIGHTS MOVEMENT IN AMERICA

Lesson One

Investigative Question

What historic government decisions and events helped influence the Civil Rights Movement in America?



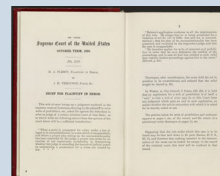
- <https://www.youtube.com/watch?v=HOoTXKPVUJ>
 - What role do race and discrimination play in this scene?
- Literature component of unit
- Coming of age novel, historical fiction
- Setting: Maycomb, AL; 1933-1935
- Tells the story of Atticus Finch, a lawyer in the small town of Maycomb, AL, and his two children. Highlights the themes of justice and discrimination

14th Amendment

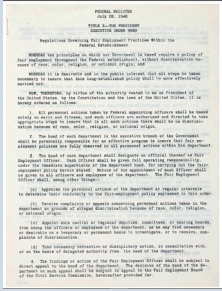


- One of three post-Civil War Amendments to the US Constitution
- Proposed in 1866 after Congress overrode President Johnson's veto to pass the Civil Rights Act of 1866
- Ratified in 1868
 - Tennessee was the only Southern state to ratify at first
 - Former Confederate states were run by military governments and not given representation in Congress until ratifying the 14th Amendment

Plessy v. Ferguson



- Supreme Court decision in 1896
- Ruled that public facilities could be racially segregated by law
- Established "separate but equal" doctrine
- Would eventually be overturned in Brown v. Board of Education



Executive Order 9980 and 9981

- Passed by President Truman in 1948
- Fought discrimination in the federal government and the armed forces
- Order 9980 established avenues for employees to challenge race based discrimination
- Order 9981 desegregated the armed forces

BROWN V. BOARD OF EDUCATION

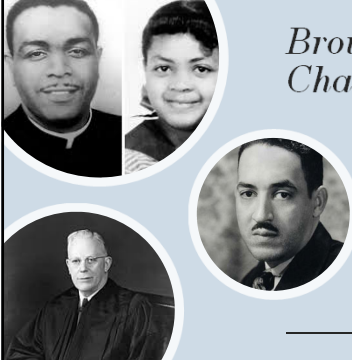
Lesson Two

Investigative Question

Why is Brown v. Board considered to be a landmark Supreme Court Decision?

- Supreme Court decision in 1896
- Question of legality of segregation for public facilities (specifically transportation)
- Established "separate but equal" doctrine

Plessy v. Ferguson

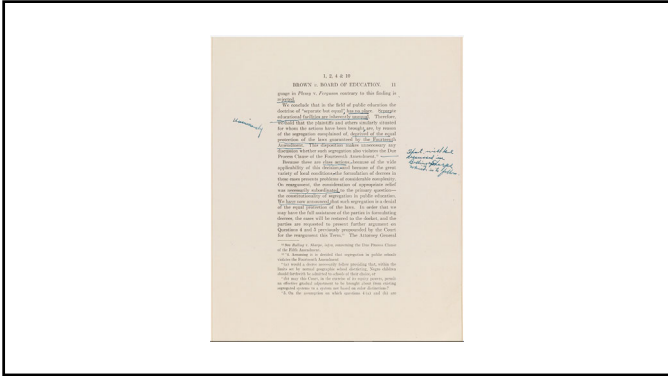


Brown v. Board Characters

- NAACP and Thurgood Marshall
- Oliver Brown
- Linda Brown
- Board of Education of Topeka, Kansas
- Chief Justice Earl Warren

- 1954
- Overtaken Plessy v. Ferguson
- Unanimous decision
- 2nd decision a year later
 - Clarified decision
 - Required that desegregation be completed with "all deliberate speed"

Case and Decision



THE CIVIL RIGHTS ACT OF 1964


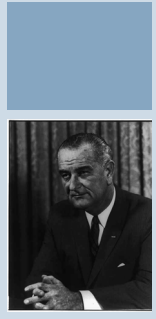
Lesson Three

Investigative Question

What emotions did members of the NAACP experience during the process of getting the Civil Rights Act of 1964 passed? Did these emotions change overtime?

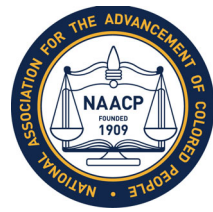
Passage

- Landmark piece of Civil Rights and labor legislation
- Passed in 1964 after long process
 - Proposed originally by President John F. Kennedy in 1963
 - Senate filibuster
 - President John F. Kennedy assassinated
 - President Lyndon B. Johnson pushed bill through Congress
 - Passed and signed July 2, 1964

Contents

- I. Prohibits discrimination in voting
- II. Prevents privately owned businesses to discriminate against customers based on race or religion
- III. Provides course of action for individuals facing discrimination in public facilities
- IV. Increases federal governments power in desegregating schools
- V. Prohibits federally funded programs from discriminating based on race
- VI. Prohibits private employers from discriminating based on race, religion, or sex



NAACP

- National Association for the Advancement of Colored People
- Founded in 1909
- Leading civil rights organization
- Great growth in 1940's
- Involved in Brown v. Board decision
- Prioritized legislative and judicial solutions during Civil Rights Movement
- Fight for all people to have 13th, 14th, and 15th amendment rights
- Clarence Mitchell and Roy Wilkins were 2 important leaders during Civil Rights Movement

THE VOTING RIGHTS ACT OF 1965

Lessons Four

Investigative Question

Who were the main characters in the passage of the Voting Rights Act of 1965?



THE VOTING RIGHTS ACT OF 1965 AND BEYOND

Lesson 5

Investigative Question

How does the Voting Rights Act of 1965 relate to current issues, such as voter ID laws and voter registration controversy?



Law signed by President Johnson in 1965

Prohibited racial discrimination in voting

Enforced guarantees of 14th and 15th amendments

Has been amended several times by Congress

- Expand protection of voting rights
- Part of law struck down by Supreme Court in 2013

The Basics

Bans racial discrimination in voting

Bans literacy test requirement

Requires certain states and jurisdictions to assist voters who speak a language other than English

Under certain conditions, Attorney General can appoint federal examiners to oversee elections

Indirectly outlawed poll taxes

Key Provisions

Appendix B: Materials and Printed Sources for Lesson 1, “Pre-Instructional Introduction and History of the Civil Rights Movement in America”

To Kill a Mockingbird Vocabulary

Acquit (vb.): clear of a charge; find not guilty

Amiable (adj.): friendly

Analogous (adj.): similar; comparable

Candid (adj.): open and honest

Compensation (n.): payment for something

Contemptuous (adj.): to have the feeling that someone or something is beneath you; that it or they are worthless

Cordiality (n.): sincere affection and kindness

Diligently (adv.): industriously; in a hard-working manner

Discernible (adj.): understandable

Eerily (adv.): weirdly; mysteriously

Fatalistic (adj.): is to accept an event as though it were inevitable; that is, that nothing could be done to change or alter

Furtive (adj.): sneaky

Heathen (adj.): unenlightened; without religion or morals

Impudent (adj.): disrespectful; bold; sassy

Inconspicuous (adj.): to not attract attention

Indicative (adj.): shows or displays something.

Livid (adj.): red; used to describe an angry person (because their face may grow red with anger)

Melancholy (adj.): sad and gloomy

Myopic (adj.): unable to see objects clearly

Perpetrated (vb.): carried out; committed

Predilection (n.): a preference, or a preferred way of doing something

Quelled (vb.): to overwhelm something until it is powerless

Repertoire (n.): accomplishments; skills.

Rigid (adj.): stiff

Succinct (adj.): clear and brief

Tedious (adj.): boring; tiresome

Vaguely (adv.): to be vague is to be unclear or not precise

Volition (n.): will

Appendix C: Materials and Printed Sources for Lesson 2, “Brown v. Board of Education”

Brown v. Board of Education Vocabulary

- **Nonsegregated:** not separated based on race
- **Plaintiff:** the group or person who initiated (began) the court case
- **Equal:** (in this context) of the same quality
 - The court is deciding whether schools for African American students provide the same education as schools for white children
- **Compulsory:** required
- **Tangible:** physical, able to be touched
 - In the segregated schools, the students all use the same books and desks and other supplies

United States Supreme Court
BROWN v. BOARD OF EDUCATION, (1954)

No. 10

Argued: December 9, 1952 Decided: May 17, 1954

(Modified from: <https://caselaw.findlaw.com/us-supreme-court/347/483.html>)

MR. CHIEF JUSTICE WARREN delivered the opinion of the Court.

These cases come to us from the States of Kansas, South Carolina, Virginia, and Delaware. They are premised on different facts and different local conditions, but a common legal question justifies their consideration together in this consolidated opinion.

In each of the cases, minors of the Negro race, through their legal representatives, seek the aid of the courts in obtaining admission to the public schools of their community on a **nonsegregated** basis. In each instance, they had been denied admission to schools attended by white children under laws requiring or permitting segregation according to race. This segregation was alleged to deprive the plaintiffs of the equal protection of the laws under the Fourteenth Amendment. In each of the cases other than the Delaware case, a three-judge federal district court denied relief to the plaintiffs on the so-called "separate but equal" doctrine announced by this Court in *Plessy v. Ferguson*. Under that doctrine, equality of treatment is accorded when the races are provided substantially equal facilities, even though these facilities be separate. In the Delaware case, the Supreme Court of Delaware adhered to that doctrine, but ordered that the plaintiffs be admitted to the white schools because of their superiority to the Negro schools.

The **plaintiffs** contend that segregated public schools are not "**equal**" and cannot be made "equal," and that hence they are deprived of the equal protection of the laws. Because of the obvious importance of the question presented, the Court took jurisdiction. Argument was heard in the 1952 Term, and reargument was heard this Term on certain questions propounded by the Court.

Reargument was largely devoted to the circumstances surrounding the adoption of the Fourteenth Amendment in 1868. It covered exhaustively consideration of the Amendment in Congress, ratification by the states, then existing practices in racial segregation, and the views of proponents and opponents of the Amendment. This discussion and our own investigation convince us that, although these sources cast some light, it is not enough to resolve the problem with which we are faced. At best, they are inconclusive. The most avid proponents of the post-War Amendments undoubtedly intended them to remove all legal distinctions among "all persons born or naturalized in the United States." Their opponents, just as certainly, were antagonistic to both the letter and the spirit of the Amendments and wished them to have the most limited effect. What others in Congress and the state legislatures had in mind cannot be determined with any degree of certainty.

An additional reason for the inconclusive nature of the Amendment's history, with respect to segregated schools, is the status of public education at that time. In the South, the movement toward free common schools, supported by general taxation, had not yet taken hold. Education of white children was largely in the hands of private groups. Education of Negroes was almost nonexistent, and practically all of the race were illiterate. In fact, any education of Negroes was forbidden by law in some states. Today, in contrast, many Negroes have achieved outstanding success in the arts and sciences as well as in the business and professional world. It is true that public school education at the time of the Amendment had advanced further in the North, but the effect of the Amendment on Northern States was generally ignored in the congressional debates. Even in the North, the conditions of public education did not approximate those existing today. The curriculum was usually rudimentary; ungraded schools were common in rural areas; the school term was but three months a year in many states; and compulsory school attendance was virtually unknown. As a consequence, it is not surprising that there should be so little in the history of the Fourteenth Amendment relating to its intended effect on public education.

In the first cases in this Court construing the Fourteenth Amendment, decided shortly after its adoption, the Court interpreted it as proscribing all state-imposed discriminations against the Negro race. The doctrine of "separate but equal" did not make its appearance in this Court until 1896 in the case of *Plessy v. Ferguson*, supra, involving not education but transportation. American courts have since labored with the doctrine for over half a century. In this Court, there have been six cases involving the "separate but equal" doctrine in the field of public education. In *Cumming v. County Board of Education*, and *Gong Lum v. Rice*, the validity of the doctrine itself was not challenged. In more recent cases, all on the graduate school level, inequality was found in that specific benefits enjoyed by white students were denied to Negro students of the same educational qualifications. *Missouri ex rel. Gaines v. Canada*, *Sipuel v. Oklahoma*, *Sweatt v. Painter*, *McLaurin v. Oklahoma State Regents*. In none of these cases was it necessary to re-examine the doctrine to grant relief to the Negro plaintiff. And in *Sweatt v. Painter*, supra, the Court expressly reserved decision on the question whether *Plessy v. Ferguson* should be held inapplicable to public education.

In the instant cases, that question is directly presented. Here, unlike *Sweatt v. Painter*, there are findings below that the Negro and white schools involved have been equalized, or are being equalized, with respect to buildings, curricula, qualifications and salaries of teachers, and other "tangible" factors. Our decision, therefore, cannot turn on merely a comparison of these tangible factors in the Negro and white schools involved in each of the cases. We must look instead to the effect of segregation itself on public education.

In approaching this problem, we cannot turn the clock back to 1868 when the Amendment was adopted, or even to 1896 when *Plessy v. Ferguson* was written. We must consider public education in the light of its full development and its present place in American life throughout the Nation. Only in this way can it be determined if segregation in public schools deprives these plaintiffs of the equal protection of the laws.

Today, education is perhaps the most important function of state and local governments. **Compulsory** school attendance laws and the great expenditures for

education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other **"tangible"** factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.

In *Sweatt v. Painter*, supra, in finding that a segregated law school for Negroes could not provide them equal educational opportunities, this Court relied in large part on "those qualities which are incapable of objective measurement, but which make for greatness in a law school." In *McLaurin v. Oklahoma State Regents*, supra, the Court, in requiring that a Negro admitted to a white graduate school be treated like all other students, again resorted to intangible considerations: ". . . his ability to study, to engage in discussions and exchange views with other students, and, in general, to learn his profession." Such considerations apply with added force to children in grade and high schools. **To separate them from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone.** The effect of this separation on their educational opportunities was well stated by a finding in the Kansas case by a court which nevertheless felt compelled to rule against the Negro plaintiffs:

"Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law; for the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to [retard] the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racial[ly] integrated school system."

Whatever may have been the extent of psychological knowledge at the time of *Plessy v. Ferguson*, this finding is amply supported by modern authority. Any language in *Plessy v. Ferguson* contrary to this finding is rejected.

We conclude that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment.

Because these are class actions, because of the wide applicability of this decision, and because of the great variety of local conditions, the formulation of decrees in these cases presents problems of considerable complexity. On reargument, the consideration of appropriate relief was necessarily subordinated to the primary question - the constitutionality of segregation in public education. We have now announced that such segregation is a denial of the equal protection of the laws. In order that we may have the full assistance of the parties in formulating decrees, the cases will be restored to the docket, and the parties are requested to present further argument on Questions 4 and 5 previously propounded by the Court for the reargument this Term. The Attorney General of the United States is again invited to participate. The Attorneys General of the states requiring or permitting segregation in public education will also be permitted to appear as amici curiae upon request to do so by September 15, 1954, and submission of briefs by October 1, 1954.

It is so ordered.

Appendix D: Materials and Printed Sources for Lesson 3, “Civil Rights Act of 1964”

Civil Rights Act of 1964 Graphic Organizer

Name: _____

Instructions: After reading the attached letters, arrange the sources chronologically by writing the title and date of each letter above the appropriate box. In each corresponding box, identify the writer and recipient of the letter as well as **1-3 emotions** conveyed by the writer of each letter. Provide at least **two (2)** examples of textual evidence from the letters to support your answer. Then answer the questions at the bottom of the next page on a separate sheet of paper.

Author:
Recipient:

Author:
Recipient:

Author:
Recipient:

Author:
Recipient:

1. Do the emotions of the authors seem to change over time? If so, how? Provide specific evidence to support your answer.
2. Do you think that these emotions reflect the majority opinions most Americans of the time held about the Civil Rights Act of 1964? Why or why not?
3. How are the emotions conveyed by the authors of these letters similar or different to the emotions of the characters of *To Kill a Mockingbird*, especially regarding the Tom Robinson trial?

Civil Rights Act of 1964 Alternate Assignment

Name: _____

Directions: After reading Senate Letter No. 1 in its entirety, answer the following questions, providing specific evidence from the text to support your answers.

1. Summarize the details of this letter. (Who was the author? Who was the recipient?

When was it written? Why was it written?)

2. What emotions are conveyed by the author of this letter? Identify 1-3 emotions and provide at least 2 specific examples from the text to support your answer.

3. Based off the reading and your research, which of the titles do you think was most controversial? Which do you think was the least controversial? Why?

Appendix E: Materials and Printed Sources for Lesson 4, “The Voting Rights Act of 1965 Character Identification”

Voting Rights Act of 1965

Overview

The Voting Rights Act was passed by Congress and signed by President Lyndon B. Johnson in 1965. This act is considered to be part of the Civil Rights Movement in American history. Like many acts of Congress, many groups and people had a part in its passage. We are going to spend the next two days learning more about involvement of the four men in the photograph we just analyzed: Lyndon B. Johnson, Martin Luther King Jr., Claude Pepper, and Ralph Abernathy.

Assignment

Students will be divided into 4 groups, each of which will be assigned a different historic figure listed above. Once in these groups, students will spend the rest of today's period and the first 20 minutes of tomorrow's period researching their historic figure. During this time, students will also create a presentation, which will be presented to the rest of the class.

Presentation Guidelines:

A presentation rubric is provided on the next page of this document; however some general presentation requirements are listed here.

- The presentation should be about 5 minutes
- Every member of the group must talk during the presentation
- The presentation must have some sort of visual. This could be a poster, PowerPoint, Prezi, or other visual presentation medium
- Information to include:
 - Picture of your assigned historic figure
 - Figure's birth date and death date
 - Figure's relationship to or impact on the Voting Rights Act of 1965
 - Other contributions, if any, to the Civil Rights Movement or other important events in American history
 - Any other important or interesting information

Oral Presentation Rubric: Voting Rights Act of 1965

Teacher Name: _____

Student Name: _____

Historic Figure: _____

CATEGORY	4	3	2	1
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Time-Limit	Presentation is 5 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 6 minutes.
Presentation Skills	Always speaks clearly and loudly, maintains good eye contact consistently, uses nonverbal communication skills	Mostly speaks clearly and loudly, maintains eye contact most of the time, sometimes uses nonverbal communication skills	Sometimes speaks clearly and loudly, occasionally makes eye contact, may or may not use nonverbal communication skills	Does not speak clearly or loudly, does not make eye contact with audience, does not use nonverbal communication skills
Follows Guidelines	Presentation includes all the following: -Picture of the historic figure -Figure's birth date and death date -Figure's relationship to Voting Rights Act of 1965 -Other contributions, if any to the Civil Rights Movement	Presentation includes 3 of the following: -Picture of the historic figure -Figure's birth date and death date -Figure's relationship to Voting Rights Act of 1965 -Other contributions, if any to the Civil Rights Movement	Presentation includes 2 of the following: -Picture of the historic figure -Figure's birth date and death date -Figure's relationship to Voting Rights Act of 1965 -Other contributions, if any to the Civil Rights Movement	Presentation includes 1 of the following: -Picture of the historic figure -Figure's birth date and death date -Figure's relationship to Voting Rights Act of 1965 -Other contributions, if any to the Civil Rights Movement

Appendix F: Materials and Printed Sources for Lesson 5, “Voting Rights Act of 1965 and Beyond”

“1965 and Beyond” Current Event Analysis

Name: _____

Directions: Using your Chromebook, perform an online search about current events related to voting rights. If you are unsure of where to begin, search for voter ID laws or voter registration in Georgia. Go to the “news” tab on Google. Once you have found and read an article, answer the following questions. If you need more room to answer any of these questions, use the back of this paper.

1. What is the title of your article?
2. Who is the author?
3. What is the name of the newspaper or article who published the article?
4. Write a summary of the article (25-50 words).
5. What bias (if any) does this author have?
6. How does this article relate to the Voting Rights Act of 1965 (50-75 words)?