Investigating History

GRADE 5, UNIT 4

Slavery, the Legacy of the Civil War, and the Struggle for Civil Rights for All

TEACHER'S GUIDE



Boston Black History Mural in Grove Hall





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UNIT INFORMATION

Slavery, the Legacy of the Civil War, and the Struggle for Civil Rights for All

Unit Throughlines

Did the Civil War create a "more perfect union?"

How and why do people take action to secure and protect civil rights?

- **EU 1.** The primary cause of the American Civil War was slavery and questions regarding its future in the United States as it expanded westward. The movement to abolish slavery, led by African Americans and supported by White allies, began before the founding of the United States and continued throughout the antebellum era.
- **EU 2.** African Americans were important contributors to the Union's victory in the Civil War and the abolition of slavery in the nation. Their agency was key in shifting the Union's goals for the war from reunification with the Rebel states to the formation of a "more perfect Union" without slavery.
- **EU 3.** The Civil War did not resolve issues of freedom and civil rights for African Americans, nor did the short-lived Reconstruction era. Violence and

Learning Progression

The Abolitionist Movement and the Causes of the Civil War | 4 Lessons

How did the abolitionist movement work to create "a more perfect union?"

- L1. Evaluate factors that unified and divided the United States in the first half of the 19th century to identify assets and challenges to creating a "more perfect union."
- L 2. Use context knowledge to generate questions about how the abolitionist movement worked to create a "more perfect union."
- L 3. Work collaboratively to read primary and secondary sources about a leader of the 19th-century abolitionist movement in order to identify key information about their work to create a "more perfect union."
- L 4. Communicate the actions an abolitionist leader took to create a "more perfect union" by working collaboratively to prepare a One-Pager or slide.

The Civil War | 5 Lessons

Why did the Union's goals change during the first two years of the Civil War?

- L 5. Analyze excerpts from the 1860 Republican Party platform in order to determine the response of voters to its position on slavery.
- L 6. Evaluate primary sources from Union and Confederate leaders to determine their arguments about secession and slavery before the Civil War.
- L 7. Participate in a Gallery Walk of primary sources in order to determine African American goals for the Civil War.
- L 8. Analyze events of the first two years of the Civil War in order to determine how the Union's goals changed over the course of the war.
- L 9. Read and analyze passages from the Gettysburg Address in order to determine Lincoln's point of view about the Union's goals for the war.

Progress and Backlash after the Civil War | 6 Lessons

discrimination continued in both the North and the South, as did efforts to resist.

EU 4. Social movements create change through advocacy, awareness, protest, and legal action. By harnessing the talent and initiative of people from diverse walks of life and organizing them to take civic action, the civil rights movements and their participants worked to protect, promote and expand the rights of the communities they represented.

EU 5. The 20th-century African American Civil Rights Movement built on a long tradition of activism in the Black community and inspired the civil rights movements of many other marginalized communities who also took civic action to advance and secure civil rights.

Key Practice Standards

- **PS 1.** Demonstrate civic knowledge, skills, and dispositions.
- **PS 3.** Organize information and data from multiple primary and secondary sources.
- **PS 7.** Determine next steps and take informed action, as appropriate.

Key Literacy Standards

- **RI.5.5.** Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
- **RI.5.9.** Integrate information from several texts on the same topic in order to write

How were civil rights for African Americans expanded, protected and challenged after the Civil War?

- L 10. Organize information about the actions and methods used to promote African American rights after the Civil War to prepare for a discussion in a follow-up lesson.
- L 11. Demonstrate civic knowledge, skills, and dispositions by using evidence from a station activity in a whole-class discussion to explain how civil rights for African Americans were extended and protected after the Civil War.
- L 12. Research and analyze the topic of sharecropping by annotating a text and narrative to describe how it limited African American economic opportunity.
- L 13. Analyze primary and secondary sources about education in the Jim Crow era to determine if separate schools were equal.
- L 14. Demonstrate civic knowledge through a discussion of how the Black community organized and united to endure the terrorist tactics of the Ku Klux Klan.
 - Optional Literacy Block: Interactive Read-Aloud: The Black Community in the Jim Crow South
- L 15. Organize information from several sources to explain how and why the NAACP took action in the movement for African American civil rights during the Jim Crow era.
 - Optional Literacy Block: Ida B. Wells: Let the Truth Be Told by Walter Dean Myers

The Struggle for Civil Rights for All | 5 Lessons

How and why did activists take action to gain civil rights for all in the 20th century?

- L 16. Organize information about the factors contributing to the start of the African American Civil Rights Movement in the 1950s through collaborative investigation using multiple secondary sources.
- L 17. Interpret the reasons why nonviolence was used by activists who participated in the Civil Rights Movement by examining four different milestone events and engaging in small group discussions.
- L 18. Analyze the reasons why children chose to participate in the Civil Rights Movement, relying on film and written testimony as sources of evidence to support claims.
- L 19. Demonstrate civic knowledge of the importance of activism for the passage of the 1965 Voting Rights Act.
- L 20. Analyze photographs from multiple social movements in order to infer how the Civil Rights Movement was a source of inspiration for other movements.

Summative Assessment | 5 Days

Students complete a Summative Assessment focused on the work of a 20th-century civil rights activist relevant to the central themes of the unit. In addition to asking students to display mastery of the content standards for this unit, the assessment will examine students' abilities to

or speak knowledgeably about the subject.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Organize information and data from multiple primary and secondary sources to describe and analyze issues and events surrounding the US Civil War and its aftermath.
- Research and analyze the work of 20th-century civil rights activists to communicate the steps and actions they took to advance the struggle for civil rights for all.

This assessment will be completed using a curated resource packet. It is designed to be an open-notebook assessment, meaning students can and should consult their handouts from earlier lessons as needed. Access to handouts will probably be most relevant on Day 3 of the assessment, where students make connections between their activist and the activists and events from the 19th century struggle for civil rights.

Investigating History

Grade 5, Unit 4

Slavery, the Legacy of the Civil War, and the Struggle for Civil Rights for All



Did the Civil War create a "more perfect union?"

How and why do people take action to secure and protect civil rights?

Framing the Unit

The final unit of fifth grade examines slavery, the legacy of the Civil War, and the struggle for civil rights for all. In Unit 4, students continue the work of Units 1-3 by probing the links and tensions among ideas about liberty, justice, and equality. These shaped the founding of the nation, its expansion westward, and its descent into civil war, and they remain central in the collective civic life of the nation today. In the first half of the unit, students investigate how the issue of slavery continued to divide the nation and was the primary cause of the Civil War. They also consider how the Union's victory provided a fulcrum for change and the expansion of civil rights to African Americans. Here, students explore the nation's "new birth of freedom" by engaging with the 13th, 14th, and 15th Amendments and the promise of Reconstruction.

In the second part of the unit, students grapple with the backlash ushered in by the Jim Crow era and the failure of the federal government to secure and protect civil rights for all. The unit ends with a cluster of lessons dedicated to the 20th century African American Civil Rights Movement and the ways it served as a model for civil rights movements of other groups. The themes of activism and agency, which have been at the heart of this year-long study of United States history, remain central to Unit 4. Since students will study world history and geography in the 6th and 7th grades before returning to the study of the United States and Massachusetts government and civic life in the 8th grade, the work they do in this unit provides an important foundation for the work to come.

A main purpose of this final fifth-grade unit is to reinforce the key skills emphasized throughout the year, including considering perspectives, understanding cause and effect, using evidence to support claims and arguments, and working collaboratively. Each of the skills is foundational to fostering civic engagement. Throughout the unit, students engage with primary and secondary sources about the individual and collective actions taken to secure civil rights in the 19th and 20th centuries. In doing so, they practice asking questions and conducting research to find evidence and support arguments.

Note: The content standards for Unit 4 have a clear African American focus. As a result, the narrative arc of the unit centers on the African American struggle for civil rights. Brief attention is provided to the work of activists for the civil rights of other marginalized groups. Additionally, profiles of activists for other groups are included as options for the Summative Assessment research packet. A more in-depth, nuanced study of the Civil Rights Movement and the movements it inspired awaits students in 8th grade civics and 9th and 10th grade United States History. Here, they will have the opportunity to study topics such as the Black Power Movement, the Yellow Power Movement, and the intersectionality of race, class, and gender identity. However, time constraints do not allow for more in-depth attention to all groups and topics. Teachers are welcome to create additional lessons and resources to tailor the lessons to particular student groups represented in their classrooms.

Enduring Understandings

- 1. The primary cause of the American Civil War was slavery and questions regarding its future in the United States as it expanded westward. The movement to abolish slavery, led by African Americans and supported by White allies, began before the founding of the United States and continued throughout the antebellum era.
- 2. African Americans were important contributors to the Union's victory in the Civil War and the abolition of slavery in the nation. Their agency was key in shifting the Union's goals for the war from reunification with the Rebel states to the formation of a "more perfect Union" without slavery.
- 3. The Civil War did not resolve issues of freedom and civil rights for African Americans, nor did the short-lived Reconstruction era. Violence and discrimination continued in both the North and the South, as did efforts to resist.
- 4. Social movements create change through advocacy, awareness, protest, and legal action. By harnessing the talent and initiative of people from diverse walks of life and organizing them to take civic action, the civil rights movements and their participants worked to protect, promote and expand the rights of the communities they represented.
- 5. The 20th-century African American Civil Rights Movement built on a long tradition of activism in the Black community and inspired the civil rights movements of many other marginalized communities who also took civic action to advance and secure civil rights.

Connections to Current Events and Issues

Connections to today's world and students' lives are built into this unit. Other contemporary connections could be added or developed for various topics of study within this unit, and we encourage you to take advantage of opportunities to connect students' learning to contemporary local, national, and global developments that may arise as you teach this unit. Some ideas for linking this unit to current events and issues include:

- The struggle for civil rights for all did not end in the 1960s. It is ongoing, and there is much work that remains to be done. You could introduce students to some of the prominent civil rights activists of the 21st century using information from articles such as After John Lewis: 21 Civil Rights Leaders Who are Shaping America (World Economic Forum), Young Black Activists Changing the World (DoSomething.org), and 32 Young Activists Who Are Changing the World (Complex.com) For a civic connection, you could discuss 10 Ways Youth Can Engage in Activism from the ADL with students and ask about the issues that are most important to them.
- The nation and its institutions continue to reckon with the legacy of slavery and how to address past injustices. One way of doing this has been to rename places that were named in honor of people who enslaved others, profited from the institution of slavery, or espoused racist ideals. The NPR article "Confederate Monument Melted Down to Create New, More Inclusive Public Art" discusses how Charlottesville, VA, removed a Confederate monument of Robert E. Lee and melted it down to create more inclusive public art. You could also discuss more local examples, such as the decision to rename Yawkey Way, explained in the ESPN article "Yawkey Way Name Change Gets Green Light From Boston," and the 2023 discussion over changing the name of Faneuil Hall, explained in the AP News article "Boston's Faneuil Hall Was Named After a Slave Owner. City Council Calls for Renaming the Site,".
- Locally, you can explore African-American history with your students through Tufts University's African American Trail Project, which highlights African American and African-descended public history sites across greater Boston and throughout Massachusetts. Another option is the National Park Services Black History Trail, which can be navigated through the Virtual Black Heritage Trail® Tour (Boston African American National Historic Site, U.S. National Park Service). In Boston, you can visit the Embrace Monument to Dr. Martin Luther King Jr., as described in the GBH article "The Embrace Sculpture Honors MLK Jr. and Coretta Scott King's Legacy of Love in Boston," and the 1965 Freedom Park honoring 65 of Boston's civil rights activists, which opened in 2023. You can also use the Embrace Boston memorial website to view the app, which provides information on the men and women honored at the site. Finally, Boston's Museum of African American History offers both museum visits for classes as well as virtual exhibits. Visit Education Programs | Museum of African American History for more information.

Vocabulary (in order of appearance)

Tier 3 Vocabulary		
movement	treason	White supremacy

party platform political party Confederate States of America Rebel States secede civil rights
Reconstruction
sharecropper
sharecropping
Jim Crow

Ku Klux Klan (KKK)
NAACP (National
Association for the
Advancement of
Colored People)
boycott
nonviolence
sit-in

Priority Tier 2 Vocabulary				
advocate contraband	discriminate segregate	terrorist		

Lesson Clusters

Cluster 1: The Abolitionist Movement and the Causes of the Civil War (Lessons 1-4)

How did the abolitionist movement work to create "a more perfect union?"

Focus Standards: 5.T5.1, 5.T5.2, 5.T5.3, PS 1, PS 3, PS 7, RI.5.9, W.5.1

In Cluster 1, students deepen their understanding of the abolitionist movement (first encountered in Unit 1) and the role that this movement played in challenging the continuation of slavery in the United States. Students work to organize information from multiple primary and secondary sources as they conduct an Inquiry Cycle that asks, How did the abolitionist movement work to create a "more perfect union"? The lessons in this cluster introduce students to the concept of a movement and an understanding of how the issue of slavery increasingly divided the nation in the years leading to the Civil War. Additionally, they provide practice with the skills of researching and analyzing the work of an activist, which will be key to the unit's Summative Assessment.

Note: The content standards from 5.T5.1 are addressed in Lesson 1 of this unit, however they receive more extensive attention in Unit 3 (The Early Republic).

Cluster 2: The Civil War (Lessons 5-9)

Why did the Union's goals change during the first two years of the Civil War?

Focus Standards: 5.T5.2, 5.T5.3, 5.T5.4, 5.T5.5, PS 1, PS 3, RI.5.5, RI.5.9, W.5.1

Cluster 2 focuses on the Civil War. In these five lessons, students analyze primary and secondary sources and engage with multiple perspectives by studying the goals of the

Union, African Americans, and the Confederate States in fighting the war. In doing so, they encounter the agency of African Americans in shifting the Union's goals for the war toward the abolition of slavery. This cluster also provides students with information about the generals and battles that determined the war's outcome. The cluster ends with a lesson on Lincoln's Gettysburg Address. Here, students analyze its message calling for a new birth of freedom for the nation and a rededication to the democratic principles of its founding. Through this reading, they prepare to engage with the promise of Reconstruction and the disappointment of the backlash to progress toward African American civil rights during the Jim Crow era in Cluster 3.

Note: At the beginning of the Civil War, the goal of the Union was to contain slavery in the states where it was legal before the war. Lincoln stated in his inaugural address that the Constitution protected slavery in states where it existed and that it was his job to uphold the Constitution. The goal of ending slavery only became part of the Union's goals after 1863. This shift was due in large part to the agency and resistance of African Americans. Cluster 2 focuses on that shift.

Cluster 3: Progress and Backlash after the Civil War (Lessons 10-15)

How were civil rights for African Americans expanded, protected and challenged after the Civil War?

Focus Standards: 5.T5.6, 5.T5.7, 5.T5.8, PS 1, PS 3, PS 7, RI.5.5, RI.5.9, W.5.1

Cluster 3 begins with a focus on the expansion of African American civil rights during the era of Reconstruction. Students consider what freedom meant for African Americans after the Civil War as they study the changes that came with the 13th, 14th, and 15th Amendments, the election of Black representatives to Congress, and the efforts of the federal government to protect and promote African American civil rights in the 12-year period after the end of the Civil War. As the unit moves into the 20th century, students study the backlash to this progress in the Jim Crow era and the work of individuals, churches, newspapers, and civic organizations to unify and organize the African American community to continue the struggle to secure and protect civil rights. In doing so, they gain the important understanding that although slavery ended with the Civil War, racial discrimination, threats of violence, and legal protection of racist practices did not. These issues were not limited to the South but were experienced by African Americans throughout the nation. Perhaps more importantly, students are able to understand that the African American community continued to resist and show resilience in the face of efforts to deny their full humanity. Throughout these lessons, students organize information from multiple primary and secondary sources in order to identify, describe and explain the history of the struggle for civil rights for all in the United States.

Cluster 4: The Struggle for Civil Rights for All (Lessons 16-20)

How and why did activists take action to gain civil rights for all in the 20th century?

Focus Standards: 5.T5.8, 5.T5.9, PS 1, PS 3, PS 7, RI.5.5, RI.5.9

Cluster 4 sets the context for the unit's Summative Assessment, where students research the work of an activist who took action to secure and protect civil rights. Through these lessons, students organize, annotate and analyze multiple primary and secondary sources as they work to understand how and why the 20th-century African American Civil Rights Movement began in the 1950s; who participated in the movement; how and why the strategy of nonviolence was used to effect change; and how legislative acts like the Voting Rights Act of 1965 were used to expand and protect civil rights. The cluster ends with a lesson focused on the ways the Civil Rights Movement has inspired multiple other communities to employ nonviolent forms of activism to advance their campaigns for rights, freedom, and equality. This final lesson before the assessment provides students with an initial and cursory exposure to the Women's Movement, Disability Rights Movement, LGBTQ+ Rights Movement, Chicano Movement, and the American Indian (Indigenous Rights) Movement. These movements, as well as others that are not covered in fifth grade — for example, Black Power and Yellow Power — are addressed in eighth-grade Civics and high school U.S. History.

Summative Assessment: Slavery, the Legacy of the Civil War, & the Struggle for Civil Rights for All (Lessons 21-25)

Focus Standards: 5.T5.3, 5.T5.5, 5.T5.6, 5.T5.7, 5.T5.8, 5.T5.9, PS 1, PS 3, PS 7, RI.5.9

Students complete a Summative Assessment focused on the work of a 20th-century civil rights activist relevant to the central themes of the unit. In addition to asking students to display mastery of the content standards for this unit, the assessment will examine students' abilities to

- Organize information and data from multiple primary and secondary sources to describe and analyze issues and events surrounding the US Civil War and its aftermath.
- Research and analyze the work of 20th-century civil rights activists to communicate the steps and actions they took to advance the struggle for civil rights for all.

This assessment will be completed using a curated resource packet. It is designed to be an open-notebook assessment, meaning students can and should consult their handouts from earlier lessons as needed. Access to handouts will probably be most relevant on Day 3 of the assessment, where students make connections between their activist and the activists and events from the 19th century struggle for civil rights.

Unit Focus Standards

Content Standards

• **5.T5.1:** Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of

the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century.

- **5.T5.2:** Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war's most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).
- **5.T5.3:** Explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery (abolitionism) and for voting and property rights for African Americans (e.g., Harriet Tubman, Nat Turner, Sojourner Truth, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe).
- **5.T5.4:** Identify the major military leaders and battles of the Civil War (e.g., Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Stonewall Jackson; Battles of Bull Run, Shiloh, Fredericksburg, Vicksburg, Gettysburg, Appomattox).
- **5.T5.5:** Describe the role of Abraham Lincoln in the development of the Republican Party and his actions as President during the Civil War, including the Emancipation Proclamation and the 13th, 14th, and 15th Amendments to the Constitution.
- **5.T5.6:** Explain the consequences of the Emancipation Proclamation and the 13th, 14th, and 15th Amendments for the rights of African Americans.
- **5.T5.7:** Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.
- **5.T5.8:** Research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.
- **5.T5.9:** Explain how the 20th century African American Civil Rights movement served as a model for other movements for civil rights (e.g., the second phase of the women's movement in the 1960s and 1970s, the disability rights movement, the LGBTQ movement).

Practice Standards

- **PS 1:** Demonstrate civic knowledge, skills, and dispositions.
 - Unit-specific target for this standard: Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States
- PS 3: Organize information and data from multiple primary and secondary sources.
 - **Unit-specific target for this standard:** Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.

- **PS 7:** Determine next steps and take informed action, as appropriate.
 - **Unit-specific target for this standard:** Research and analyze the work of civil rights activists to communicate the steps and actions they took in pursuit of their goal.

Literacy Standards

- **RI.5.5:** Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
- **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.
- **W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.



Grade 5, Unit 4: Slavery, the Legacy of the Civil War, and the Struggle for Civil Rights for All

Vocabulary List

The Abolitionist Movement and the Causes of the Civil War (Lessons 1-4)

Lesson	Word	Definition
2	advocate (v.)	to speak or act publicly in support of someone or something
2	movement (n.)	group of people who share the same goals and work together to create change in society

The Civil War (Lessons 5-9)

Lesson	Word	Definition
5	party platform (n.)	the official goals and beliefs of a political party that allow people to decide whom to vote for in an election
5	political party (n.)	a group of people who work to control the government by working to have their members elected to office. Members of a political party share common ideas and interests.
6	Confederate States of America (n.)	the name chosen by the group of 11 states that seceded after Abraham Lincoln's election
6	Rebel States (n.)	states that seceded and fought against the Union in the Civil War
6	secede (v.)	to separate from a nation or state and become independent
6	treason (n.)	the act of betraying or acting against the interests of one's own country
8	contraband (n.)	property of the enemy that is taken in wartime, such as weapons and food

Progress and Backlash after the Civil War (Lessons 10-15)

Lesson	Word	Definition	

civil rights (n.)	the rights of citizens to political and social freedom and equality
Reconstruction (n.)	the period following the Civil War when the nation worked to bring seceded states back into the Union and remake itself as a country where Black people were not enslaved and had civil rights
exploit (v.)	to treat unfairly for gain or profit
sharecropper (n.)	someone who farms under a sharecropping system
sharecropping (n.)	a system where a farmer gives a landowner part of their crop as payment for the use of the land
discriminate (v.)	to treat a person or group unfairly or differently from other people or groups because of, for example, race, religion, age, disability, or sex
Jim Crow (n.)	the period between the end of Reconstruction and the beginning of the 20th-century Civil Rights Movement when African Americans were denied their civil rights by "separate but equal" laws and White supremacy
segregate (v.)	to separate people of different races
White supremacy (n.)	the belief that White people are superior to people of other races
Ku Klux Klan (KKK) (n.)	a White supremacist hate group that emerged in the South after the Civil War
terrorist (n.)	a person who uses violence to achieve political or social goals
NAACP (National Association for the Advancement of Colored People) (n.)	civil rights organization formed in 1909 by Black and White activists to take action against ongoing violence and discrimination against Black Americans
	exploit (v.) sharecropper (n.) sharecropping (n.) discriminate (v.) Jim Crow (n.) segregate (v.) White supremacy (n.) Ku Klux Klan (KKK) (n.) terrorist (n.) NAACP (National Association for the Advancement of

The Struggle for Civil Rights for All (Lessons 16-20)

Lesson	Word	Definition
17	boycott (v.)	to refuse to buy or use the services of an organization or business
17	nonviolence (n.)	a type of political action that does not use violence
17	sit-in (n.)	a form of nonviolent protest where people remain in a building or establishment

20	inspiration (n.)	something that is encouraging and gives an idea about what to think or do

LESSON PLANS

The Abolitionist Movement and the Causes of the Civil War

How did the abolitionist movement work to create "a more perfect union?"

CONTENTS

Lesson 1

North and South: Union and Division Before the Civil War

Lesson 2

Inquiry Cycle: The Abolitionist Movement (Part I)

Lesson 3

Inquiry Cycle: The Abolitionist Movement (Part II)

Lesson 4

Inquiry Cycle: The Abolitionist Movement (Part III)

Overview

In Cluster 1, students deepen their understanding of the abolitionist movement (first encountered in Unit 1) and the role that this movement played in challenging the continuation of slavery in the United States. Students work to organize information from multiple primary and secondary sources as they conduct an Inquiry Cycle that asks, How did the abolitionist movement work to create a "more perfect union"? The lessons in this cluster introduce students to the concept of a movement and an understanding of how the issue of slavery increasingly divided the nation in the years leading to the Civil War. Additionally, they provide practice with the skills of researching and analyzing the work of an activist, which will be key to the unit's Summative Assessment.

Note: The content standards from 5.T5.1 are addressed in Lesson 1 of this unit, however they receive more extensive attention in Unit 3 (The Early Republic).

Learning Objectives

By the end of this cluster, students should be able to...

- Explain the purpose of a movement using specific examples from the 19th-century abolitionist movement in the United States
- Gather evidence from primary and secondary sources to explain the steps that a 19th-century abolitionist took to end slavery in the United States
- Identify and describe factors that unified and divided the nation before the Civil War.

Vocabulary

TIER 2	TIER 3
advocate	movement

Cluster Focus Standards

Content Standards

STANDARD	LESSON(S)
5.T5.1: Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century.	1-4
5.T5.2: Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war's most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).	1-4
5.T5.3: Explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery (abolitionism) and for voting and property rights for African Americans (e.g., Harriet Tubman, Nat Turner, Sojourner Truth, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe).	1-4

Practice Standards

STANDARD	LESSON(S)
PS 1: Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States	2-4
PS 3: Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.	1-4

PS 7: Research and analyze the work of civil rights activists to communicate the steps and actions they took in pursuit of their goal.

2

Literacy Standards

STANDARD	LESSON(S)
RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.	1-4
W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	1-4

LESSON 1

North and South: Union and Division Before the Civil War



Learning Objective

Evaluate factors that unified and divided the United States in the first half of the 19th century to identify assets and challenges to creating a "more perfect union."



Language Objective

Discuss the factors that unified and divided the nation by participating in a sorting activity and using sentence frames to describe reasoning to a partner.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: If a student has arrived mid-year, they may be missing the background knowledge necessary to complete the North-South-United card sorting activity. It may be beneficial to provide them with a translated summary of the chart so that they may read to build background knowledge on this topic. Students who have this background may benefit from simple sentence frames to discuss their reasoning with a partner.

Levels 4-5: Provide students with more complex sentence frames (including vocabulary to justify, such as "according to," "based on," and "supports") to explain their reasoning.

Lesson Context

Cluster I begins with a kinesthetic activity where students consider how the nation moved toward creating a "more perfect union" in the first century of its history. Students gain exposure to Essential Question I, Did the Civil War create a "more perfect union?", by evaluating whether they think an event moved the states closer or further apart. This activator also sets the stage for the main activity of the lesson, in which students analyze the levels of unity and division that existed

MATERIALS

- Lesson 1 Slide Deck
- North-South United
 Sorting Cards
- More Perfect Union
 Anchor Chart

Cluster 1: The Abolitionist Movement and the Causes of the Civil War

in the nation during the first half of the 19th century. By
sorting factors into being true about the North, the South, or
the whole United States, students consider the assets and
obstacles the nation faced as it worked to create a "more
perfect union" (PS 3, RI.9). This lesson provides important
groundwork for PS 1: "Demonstrate civic knowledge, skills,
and dispositions by working collaboratively to identify,
describe and explain the history of the struggle for civil rights
for all in the United States."

North-South United
Answers (Teacher
<u>Version)</u>
North-South United
<u>Answers</u>
Lesson 1 Exit Ticket
☐ cardstock (optional)
green and yellow crayons
or markers (optional)

Lesson Standards

5.T5.1: Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century.

5.T5.2: Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war's most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).

5.T5.3: Explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery (abolitionism) and for voting and property rights for African Americans (e.g., Harriet Tubman, Nat Turner, Sojourner Truth, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe).

PS 3: Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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O: ADVANCE PREPARATION

If cardstock is available, you may want to print the <u>North-South United Sorting Cards</u> on it to make them easier to manipulate. You might also consider laminating the cards to use in the future.

Activator: Creating a "More Perfect Union"

(10 minutes)

Have students stand in a line. Explain to students that you will read them a series of statements. If they think the statement shows something that made the union among the U.S. states stronger, they should take a step forward. If they think the statement shows something that made the union between the states weaker, they should take a step backward.

Project **Slide 2** (Declaration of Independence) and read the first statement. Ask students:

Did this make the union between the states stronger or weaker?

After students take a step, ask them to turn and talk with their neighbor about why they decided to step forward or backward. Then, ask a few volunteers to share their thinking, pushing them to support their ideas with evidence.

Repeat this process using **Slide 3** (Constitution), **Slide 4** (War of 1812), **Slide 5** (Start of Civil War), and **Slide 6** (End of Civil War). Students should note that **Slide 3** and **Slide 4** show the union becoming stronger, while **Slide 5** shows the union becoming weaker. Students will likely say "stronger" when they get to **Slide 6** because the fighting ended, and the states came back together. Challenge students' thinking a bit here to prepare them to engage with Essential Question 1.

Project **Slide 7** and note that it makes sense that stopping the fighting and coming back together is a step toward unity. But was the union stronger and better than it was before the war? Explain that this is one of the questions they will work to understand in Unit 4. Hit Return to reveal Essential Question 1:

Did the Civil War create a "more perfect union?"

Invite students to return to their seats.



If necessary, review the idea of a "more perfect union," which was covered in Unit 2 when students studied the preamble to the Constitution.



The neighbor could be in front of or behind them if the two students stepped in opposite directions.



Ask students to step forward or backward in order to stimulate discussion and create engagement as necessary.



MAKE CONNECTIONS

Remind students that the Constitution of the United States was written to replace the Articles of Confederation, which served as the first government of the nation. A primary purpose of the Constitution was to improve or make the cooperation between the states and the people "more perfect."

Northern, Southern, and United States: **Evaluating What Unites and Separates the** Nation (20 minutes)

Project Slide 9 to show students the map of the United States by 1848. Explain that to consider how the nation could become a "more perfect union" in the first half of the 19th century, they will look at the factors that united and divided the states in the nation at that time. Explain that they will work with a partner to categorize the 14 North-South United Sorting Cards. They will decide which 19th century group each card describes: the Northern states, the Southern states, or the United States. Explain that you'll do one card together to start. Use the <u>North-South United Answers (Teacher</u> **Version**) to guide this discussion.

Project **Slide 10** to show students the Northern States, Southern States, and United States labels. Then, hold up the card for "the Constitution" from the North-South United Sorting Cards and read it. Ask students:

> Is the Constitution for the Northern states, the Southern states, or the whole United States? How do you know?

Invite students to talk and then call on volunteers to share their responses. Students should recognize the Constitution is for the whole United States and that all states agree to be governed by its rules. Hit Return to show "the Constitution" card placed under "the United States."

Divide students into pairs and provide each pair with a set of the North-South United Sorting Cards. Explain that they should work with their partner to discuss what they know about the phrase on each card, then decide if it belongs to Northern states, Southern states, or the United States, then



TEACHING TIP

It may be helpful to provide students with a shared definition of "more perfect union" to make this somewhat abstract concept more tangible. Consider hanging the <u>More Perfect</u> Union Anchor Chart with either the definition provided or your adjustment to it. Another option is to have the class create a shared definition of "more perfect union" to use throughout the unit. In either case, it would be helpful to post the definition for student reference throughout Unit 4. You can use **Slide 8** to review this definition with students.

Cluster 1: The Abolitionist Movement and the Causes of the Civil War

put the card in a stack or column representing that category. They should have three stacks or columns: the Northern States, the Southern States, the United States. Give students a few minutes to complete this task. As they work, circulate around the room to listen to their conversations and check their understanding.

Next, provide each student with a copy of the <u>North-South United Answers</u>. Project **Slide 11** and explain that you'd like them to check their sorting against the <u>North-South United Answers</u> handout by looking for three things (below):

- Items they placed in the same column as in <u>North-South United Answers</u> (Draw a checkmark).
- Green Ticket Items—An item they placed in a different column than in *North-South United Answers* that they now want to move. They can explain why they're moving it (Draw a green dot or **G**).
- Yellow Ticket Items—An item they placed in a different column than in <u>North-South United Answers</u> that they think still belongs in the column they put it in. They'd like to explain their decision about this item to check their logic (Draw a yellow dot or Y).

Note: if you have green and yellow crayons or markers handy, they can be used to annotate the chart.

Give students a few minutes to check their work and ask:

Who found a Green Ticket Item?

Who found a Yellow Ticket Item?

Invite students to share their Yellow and Green Ticket Items. In doing so, students will gain key practice in checking and revising their work. Additionally, this will allow you to check for and to correct any misconceptions as the unit begins.

Exit Ticket (5 minutes)



Remind students that at the beginning of class, they were thinking about how the nation was progressing toward creating a

"more perfect union." Now, you'd like them to consider this list and decide which factor would most help the nation, and which factor would be the biggest challenge to the nation, as it worked to create a "more perfect union" in the 19th century.

Distribute the <u>Exit Ticket</u>. Ask students to look over the chart on their <u>North-South United Answers</u> and to complete the Exit Ticket. If time permits, you could invite a few students to share their answers and rationales to the questions on the Exit Ticket:

- 1. Which factor do you think will most help the United States create a "more perfect union?" Why?
- 2. Which factor do you think will be the biggest challenge to creating a "more perfect union?" Why?

Collect the *Exit Ticket* as a formative assessment.

North-South United Answers (Teacher Version)

Northern States	United States (North and South)	Southern States
An economy with a lot of industry including the Lowell Spinning Mills and whaling. (7) Although there was plenty of farming in the Northern states, the economy also included a fair amount of industry. Students should be able to draw from the material they learned in the Unit 3 lesson cluster about	Governed by the Constitution, which said that the enslaved people who escaped to free states had to be returned to their enslavers. (1) The Fugitive Slave Clause of the Constitution said that enslaved persons who escaped to the North were not free and needed to be returned to their enslavers (called their "owners") if they were found and claimed.	State governments allowed slavery. (3) Each state was allowed to determine whether slavery would be allowed within its borders. The states of the South chose to preserve slavery as a legal institution. The right to do so was a condition of their agreeing to the Constitution.
workers to reach this conclusion.	Profited directly or indirectly from the enslaved labor of the cotton industry. (2) Students will recall from their studies in Unit 3 that both the North and the South profited from the labor of enslaved people in a variety of ways, including jobs, industries such as shipping and cloth production, and the goods they consumed.	
	President of the United States. (4) The President of the United States is the chief executive of the nation. The president is chosen by all of the states.	
	Each state allowed two senators in Congress (5) According to the Constitution, each state is allowed two senators to represent its interests in Congress.	

Northern States	United States (North and South)	Southern States
State governments made slavery illegal after the American Revolution. (10) Each state was allowed to determine whether slavery would be allowed within its borders. The Northern states ended slavery right after the revolution or in the years that followed. New Jersey was the last Northern state where slavery was legal.	Agreed to the Three-Fifths Compromise when the Constitution was ratified. (6) The Northern and Southern states agreed that for the purposes of representation in the House of Representatives, only three- fifths of the enslaved population would be counted. Governed by the 1808 federal law that banned the importation of enslaved persons from other nations to the U.S. (8) All states were required to abide by this federal law—although a robust slave trade continued within the United States. Unequal treatment of African Americans (free and enslaved). (9) Students will recall from their studies in early units that African Americans were not afforded equal rights in the United States. Slavery was legal in the original 13 colonies and opportunities for jobs and to participate in democracy were limited. Government of, by, and for the people. (12) Even though not all Americans had the right to vote at this time in history, the government was designed as a democratic republic, in which people elected their representatives. Located on land taken from Indigenous Nations. (13) All of the land that is today known as the United States was taken from Indigenous nations, who were its original inhabitants. Must obey the Constitution. (14) All states in the United States agreed to be governed by the Constitution of the United States. It is the law of the land. The Constitution replaced the Articles of Confederation and created a stronger union between the states by creating a stronger federal government.	An economy focused on agriculture— especially the growth of cotton using enslaved labor. (11) The economy of the South was focused on agriculture and the growing of cash crops like rice, tobacco, and sugar, and especially cotton.

LESSON 2

Inquiry Cycle: The Abolitionist Movement (Part I)



Learning Objective

Use context knowledge to generate questions about how the abolitionist movement worked to create a "more perfect union."



Language Objective

Write questions to answer an Inquiry Question about abolitionists in the Early Republic using "wh" words ("who," "what," "where," "when," and "why").

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SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Use the <u>Movement Handout with Images</u> with images for these students. Provide a model question before asking students to generate their own. For example, "How did the abolitionist movement _____?" (e.g., "build awareness"). Students at the lowest levels could use the start of this question as a sentence frame and fill in the blank with the other components of a movement.

Levels 4-5: When in groups, prompt these students to build off of one another's questions using academic language. Model how to do this. For example, "I'm interested in the question ___ asked and would like to add to it."

Lesson Context

In Lesson 1, students considered the factors that united and divided the states of the Union and completed an Exit Ticket in which they identified the factor they felt would most help, and the factor they felt would most challenge, the creation of a "more perfect union." This lesson begins a three-lesson Inquiry Cycle focused on the challenges that slavery posed to creating a "more perfect union." In the first part of the lesson, students are introduced to the vocabulary word **movement,**

MATERIALS

- Lesson 2 Slide Deck
- Movement Handout
- Movement Handout with Images
- Supporting Question
 Launch

Cluster 1: The Abolitionist Movement and the Causes of the Civil War

which is important throughout the unit. They then consider the need for an abolitionist movement in the Early Republic (PS 3). In the second part of the lesson, students launch the Inquiry Cycle's Supporting Question, How did the abolitionist movement work to create a "more perfect union"?, and prepare to research the work of a particular abolitionist, which they will do in Lesson 3 (PS 7, W.1).

Question Referen Sheet	<u>ce</u>
VOCABULARY	7
advocate	
movement	

Lesson Standards

- **5.T5.1:** Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century.
- **5.T5.2:** Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war's most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).
- **5.T5.3:** Explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery (abolitionism) and for voting and property rights for African Americans (e.g., Harriet Tubman, Nat Turner, Sojourner Truth, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe).
- **PS 1:** Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States
- **PS 3:** Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.
- **PS 7:** Research and analyze the work of civil rights activists to communicate the steps and actions they took in pursuit of their goal.
- **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.
- W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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11 ADVANCE PREPARATION

There are five abolitionists featured in the Inquiry Cycle. Before this lesson, organize students into five groups of about four students each for the Inquiry Cycle. It is okay if more than one group has the same abolitionist.

What Is a Movement?: Introducing Vocabulary and Making Predictions (20)

minutes)

Organize students into groups of four. Then, project **Slide 2** and review the definition of **movement**.

 Note that movements often work to bring about positive change or promote justice in society. For example, the climate movement seeks to stop global warming because global warming is causing harm to the Earth and the people and animals who live here.

Provide students with a copy of the <u>Movement Handout</u> or the <u>Movement Handout with Images</u>. Project **Slide 4** and explain that people contribute to movements in various ways as they work toward a common goal. Share that the four boxes around the definition of Movement—advocate, build awareness, take legal action, and protest—explain some of these ways.

Move to **Slide 6** and ask:

What type of movements do you think were important during the Early Republic?

What would people want to change in society? Why?

Invite students to turn and talk and then share their ideas back. Students are likely to offer slavery as a response, but based on the work they did in Units 1–3, they may also suggest voting rights, women's rights, Indigenous rights, and workers' rights. You can confirm that in the Early Republic, there were movements in U.S. society advocating for change around all of these issues, before explaining that in this cluster, students will focus on the movement to end slavery in the United States.



For multilingual learners, point out that the word "movement" has multiple meanings in English. It is also the noun for moving something.

TEACHING TIP

Slide 3 provides a definition of "advocate" if you would like to pre-teach this vocabulary.

SUPPORT ALL STUDENTS

For multilingual learners, use **Slide 5** to deepen student understanding of the vocabulary.

Project **Slide 7** and explain that in the years leading up to the Civil War, a movement to end slavery grew in the United States, and it was called the "abolitionist movement." Explain that people who were members of the abolitionist movement believed that slavery was the biggest challenge to the nation becoming a "more perfect union." Pause to review the definition of "abolitionist" that was given in Unit 1.

Then, project **Slide 8** and share that when Elizabeth Key Grinstead was born, there were 59 enslaved people in the colonies. However, by 1850, mainly because of the expansion of the cotton industry, there were more than 3 million enslaved people living in the United States! Pause here to give students a moment to grasp the enormity of that difference. Then, explain that as the problem of slavery grew, so did the number of people who worked to end it in the nation.



TEACHING TIP

The PBS documentary "The Abolitionists" is an excellent educative resource for teachers. You can find clips from the series at the webpage The Abolitionists as well as additional information curated for the series. Please note that these videos are generally not appropriate for 5th graders.

Launching the Question (10 minutes)

Provide each student with a <u>Supporting Question</u>
<u>Launch</u> handout and project **Slide 9**. Share that today, they will start an Inquiry Cycle where they work to answer the Supporting Question:



How did the abolitionist movement work to create a "more perfect union"?

Have students identify the question words and keywords they know. Then, ask students to work in their groups to create two smaller questions they could ask to help them answer the Supporting Question. As they share their questions, record them on the board or chart paper, or type them into the *Question Reference Sheet*. After students have shared their questions, probe a bit deeper to help students formulate additional questions that would help them answer the Inquiry Question. Add these to the *Question Reference Sheet* as well, explaining that in the next class, students will be able to choose two questions they want to answer from

End the lesson by projecting **Slide 10** and telling students that in the next class, they are going to research one of these five abolitionists when working to answer the Supporting Question:



this list.

How did the abolitionist movement work to create a "more perfect union"?



TEACHING TIP

At the end of class, collect the <u>Supporting Question</u> <u>Launch</u> handouts to confirm that you captured all of the questions generated. Before the next class, edit or organize the questions so that similar questions appear together. Consider categorizing them so that in the next class, you can ask the questions, while picking only one from each question group.

LESSON 3

Inquiry Cycle: The Abolitionist Movement (Part II)



Learning Objective

Work collaboratively to read primary and secondary sources about a leader of the 19th-century abolitionist movement in order to identify key information about their work to create a "more perfect union."



Language Objective

Participate in a small group read-aloud to recount key information about how a leader of the 19th-century abolitionist movement worked to create a "more perfect union."



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Provide a translated reference sheet or spend more time reviewing examples of the types of work in movements (advocate, build awareness, protest, take legal action). If possible, for the group work, pair students who speak the same native language but have different English proficiencies together. Allow them to read a shorter selection of text together over and over and discuss their annotations in their native language.

Levels 4-5: Allow students at this level (or lower levels) the option to use a screen reader extension to listen to the text once through before reading aloud in the group. This can boost their confidence in pronunciation during the read-aloud.

Lesson Context

In the last lesson, students learned the vocabulary word "movement" and launched the Supporting Question: How did the abolitionist movement work to create a "more perfect union"? In this lesson, students engage in small-group research on a particular leader of the abolitionist movement using both primary and secondary sources. Here, students read the sources and work to underline, highlight, and

MATERIALS

- Lesson 3 Slide Deck
- Question Reference
 - <u>Sheet</u>
- Abolitionist Research
 Packets

annotate the texts to identify information that answers the questions they generated as well as the Supporting Question (RI.9). In doing so, they practice the skills that will be evaluated in the Summative Assessment, including organizing information and data from multiple primary and secondary sources and researching and analyzing the work of an activist (PS 3, PS 7). In the next lesson, students use their research to create a slide or One-Pager and to share their work with their classmates in a Gallery Walk.

Lesson Standards

5.T5.1: Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century.

5.T5.2: Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war's most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).

5.T5.3: Explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery (abolitionism) and for voting and property rights for African Americans (e.g., Harriet Tubman, Nat Turner, Sojourner Truth, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe).

PS 1: Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States

PS 3: Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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1 ADVANCE PREPARATION

Before Lesson 3, read over the class <u>Question Reference Sheet</u> you created for your class in Lesson 2, and group like questions together. Print copies of the completed Question Reference Sheet to distribute to students during the lesson. During the lesson, consider asking students to pick questions from two different categories to diversify the information they research and present.

► Close Reading and Summarizing: Evaluating the Work of a 19th Century Abolitionist (30 minutes)

Explain that the success of movements depends on the work of many different kinds of people who are motivated to participate for different reasons. Members of the abolitionist movement were old and young, rich and poor, Black and White, of every gender, and worked in many different fields. In this Inquiry Cycle, students will focus on the work of five of the movement's leaders (**Slide 2**).

Provide each group with a copy of the class <u>Question</u>
<u>Reference Sheet</u> that you filled in during the previous class period (Lesson 2). Provide them with the version you created during class (containing the questions the class came up with). Assign each group one of the five abolitionists: William Lloyd Garrison, Harriet Beecher Stowe, Frederick Douglass, John Brown, or Harriet Tubman. Provide each group with a copy of the research packet for their abolitionist from the <u>Abolitionist Research Packets</u>.

Instruct students to read about and take notes on their abolitionist using their Abolitionist Research Packet. Use **Slide 3** to review instructions for notetaking and annotating. First, explain that each group should choose two questions from the *Question Reference Sheet* (created in Lesson 2) to answer as they research their abolitionist.

- Students should circle the questions on the <u>Question</u> <u>Reference Sheet</u> (created in Lesson 2), then write their chosen questions in the space provided at the top of their Abolitionist Research Packet as Question 1 and Question 2.
- In addition to their two selected questions, they will also identify examples of advocacy, awareness building, legal action, and protest undertaken by their abolitionist and describe how they worked to create a "more perfect union."

Before students begin their research, explain that as they read, they should underline or highlight the information and annotate it as SQ, Q1, or Q2. They should also use the Notes column to track evidence of advocacy, awareness-raising, legal action, or protest in the work of their abolitionist. Instruct students that one member of the group should read

the text aloud, with the students taking turns reading the texts.

When students are done with reading all the texts, have them analyze the two quotes that are included in their Abolitionist Research Packet. Then they can consider how the quotes might help them to answer the Supporting Question and their chosen questions, and they can annotate evidence of advocacy, awareness-raising, legal action, and/or protest. Have students work on this task for the rest of the class. At the end of class, instruct them to put their Abolitionist Research Packet away for safekeeping. Alternatively, you could collect student Abolitionist Research Packets to review as a formative assessment.



TEACHING TIP

To give students enough time to process and summarize their abolitionist reading and quotes, this activity could be continued into a Literacy Block.

LESSON 4

Inquiry Cycle: The Abolitionist Movement (Part III)



Learning Objective

Communicate the actions an abolitionist leader took to create a "more perfect union" by working collaboratively to prepare a One-Pager or slide.



Language Objective

Recount the steps and actions an abolitionist leader took to create a "more perfect union" by summarizing information on a One-Pager or slide using notes from primary and secondary sources.



▽ SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students may need extended time to create their <u>Abolitionist Gallery Walk One-Pager</u> or slide. Provide a model for the sentence frame. For the <u>Exit Ticket</u>, allow students to complete it using information from their own abolitionist rather than another from the Abolitionist Gallery Walk.

Levels 4-5: Encourage students to complete one of the more complex sentence frames for their *Exit Ticket*, providing examples of compare/contrast or superlative language as necessary for whichever one they choose.

Lesson Context

In Lesson 3, students worked in small groups to research the work of a particular abolitionist. In this lesson, the final lesson of the Inquiry Cycle, students use their annotations and notes to answer the two questions and the Supporting Question on the <u>Abolitionist Gallery Walk One-Pager</u> or a slide in the Lesson 4 Slide Deck (PS 3, PS 7, W.1). Afterward, students participate in a Gallery Walk to synthesize and discuss the information using prompts provided on the <u>Exit Ticket</u>. This lesson provides students with key practice in communicating

MATERIALS

- Lesson 4 Slide Deck
- Abolitionist Gallery Walk
 One-Pager
- Abolitionist Research
 Packets
- Lesson 4 Exit Ticket
- Lesson 4 Exit Ticket
 (Teacher Version)

Lesson 4: Inquiry Cycle: The Abolitionist Movement (Part III)

Cluster 1: The Abolitionist Movement and the Causes of the Civil War

the steps and actions abolitionists took to advance the	Lesson 2: Question
struggle to end slavery in the nation (PS 7); in doing so, they	Reference Sheet
prepare for their study of the 20th-century African American	Lesson 3: Abolitionist
Civil Rights Movement as well as the Summative Assessment	Research Packets
in Cluster 5.	

Lesson Standards

5.T5.1: Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century.

5.T5.2: Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war's most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).

5.T5.3: Explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery (abolitionism) and for voting and property rights for African Americans (e.g., Harriet Tubman, Nat Turner, Sojourner Truth, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe).

PS 1: Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States

PS 3: Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.



O ADVANCE PREPARATION

Before this lesson, you will need to make a copy of the slide deck or <u>Abolitionist Gallery Walk One-Pager</u> and populate them with the two questions each group selected in Lesson 3. Write these questions in the Question 1 and Question 2 spaces on the slide or <u>Abolitionist Gallery Walk One-Pager</u>. Each group should then have a slide or <u>Abolitionist Gallery Walk One-Pager</u> that contains their questions.

Creating Slide or One-Pager (15 minutes)

Have students sit in groups and take out their group Abolitionist Research Packet and Question Reference Sheet from Lesson 3. Give each group either a copy of the <u>Abolitionist Gallery Walk One-Pager</u> that you personalized for that specific group, or a copy of the slide for their activist that you copied from the lesson slide deck and personalized.

Ask them to work together to answer their Supporting Question and two additional questions on the <u>Abolitionist Gallery Walk One-Pager</u> or their slide.



Putting it Together: Gallery Walk and Discussion (15 minutes)

After groups have filled in the answers to the questions on their <u>Abolitionist Gallery Walk One-Pager</u> or slide deck slide, post the groups' filled-in <u>Abolitionist Gallery Walk One-Pager</u> documents around the room for an Abolitionist Gallery Walk, or ask students to view the slide show on laptops or tablets.

Provide each student with an <u>Exit Ticket</u> and give students time to circulate to review the Abolitionist Gallery Walk or review the slide show. Ideally, students will have time to see the work of all five abolitionists. But if time is tight, ask them to look at the work of at least two abolitionists besides the abolitionist they worked on in Lessons 2 and 3.

Conclude class by having students share out comparisons, contrasts, and conclusions from their <u>Exit Ticket</u> in a whole-class discussion. Use this <u>Exit Ticket (Teacher Version)</u> to help quide the conversation.



TEACHING TIP

If time permits, extend this activity into a Literacy Block so that students will have time to develop their responses, appreciate the work of all five abolitionists, and participate in a richer Putting It Together discussion.



Formative Assessment

Collect the <u>Exit Ticket</u> as well as the <u>Abolitionist Gallery Walk One-Pager</u> or slide as a formative assessment.

Lesson 4 Exit Ticket (Teacher Version)

Abolitionists:

- Frederick Douglass
- Harriet Tubman
- John Brown
- William Lloyd Garrison
- Harriet Beecher Stowe

1	The work of	and	was similar	because
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- Garrison, Beecher Stowe, and Douglass all used the written word to convince people that slavery should end.
- Douglass and Garrison both used newspapers.
- Tubman and Brown both worked with enslaved people to help them take action against their enslavers
- Douglass and Tubman were both motivated to take action because of their experiences as enslaved people.
- All were Christian.
- All wanted slavery to end in the nation.
- 2. The work of _____ and ____ was different because...
 - Brown approved of violence as a method of ending slavery, but Garrison did not.
 - Douglass believed that the Constitution could be used to end slavery, but Garrison did not.
 - Beecher Stowe wrote a novel (fiction), but Garrison and Douglass wrote in newspapers.
 - Garrison was a radical abolitionist, but Douglass was willing to work with the government.
- 3. Abolitionists worked to "create a more perfect union" by...
 - Using their words to convince people that slavery should end (Garrison, Beecher Stowe, Douglass).
 - Helping people escape from slavery (Tubman).
 - Using force to end slavery (Brown).
 - Asking the United States to live up to its declared values (all of them).

Note: Students may offer other ideas and other areas of comparison and contrast. This Teacher Version serves as a guide.

The Civil War

Why did the Union's goals change during the first two years of the Civil War?

CONTENTS

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The Republican Party and Slavery

Lesson 6

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Lesson 7

African Americans and the Civil War

Lesson 8

The Union's Goals Shift

Lesson 9

The Gettysburg Address: Fighting for a "More Perfect Union"

Overview

Cluster 2 focuses on the Civil War. In these five lessons, students analyze primary and secondary sources and engage with multiple perspectives by studying the goals of the Union. African Americans, and the Confederate States in fighting the war. In doing so, they encounter the agency of African Americans in shifting the Union's goals for the war toward the abolition of slavery. This cluster also provides students with information about the generals and battles that determined the war's outcome. The cluster ends with a lesson on Lincoln's Gettysburg Address. Here, students analyze its message calling for a new birth of freedom for the nation and a rededication to the democratic principles of its founding. Through this reading, they prepare to engage with the promise of Reconstruction and the disappointment of the backlash to progress toward African American civil rights during the Jim Crow era in Cluster 3.

Note: At the beginning of the Civil War, the goal of the Union was to contain slavery in the states where it was legal before the war. Lincoln stated in his inaugural address that the Constitution protected slavery in states where it existed and that it was his job to uphold the Constitution. The goal of ending slavery only became part of the Union's goals after 1863. This shift was due in large part to the agency and resistance of African Americans. Cluster 2 focuses on that shift.

Learning Objectives

By the end of this cluster, students should be able to...

- Analyze primary sources to identify the goals of the Union, Confederate States, and African Americans in the Civil War.
- Explain how African American agency played a key role in shifting the Union's goal for the war using specific names and events as examples.
- Describe how and why the Union's goal for the Civil War changed in the first two years, using evidence

from a timeline.

Vocabulary

TIER 2	TIER 3
contraband	Confederate States of America party platform political party Rebel States secede treason

Cluster Focus Standards

Content Standards

STANDARD	LESSON(S)
5.T5.2: Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war's most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).	5-9
5.T5.3: Explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery (abolitionism) and for voting and property rights for African Americans (e.g., Harriet Tubman, Nat Turner, Sojourner Truth, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe).	7
5.T5.4: Identify the major military leaders and battles of the Civil War (e.g., Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Stonewall Jackson; Battles of Bull Run, Shiloh, Fredericksburg, Vicksburg, Gettysburg, Appomattox).	8-9
5.T5.5: Describe the role of Abraham Lincoln in the development of the Republican Party and his actions as President during the Civil War, including the Emancipation Proclamation and the 13th, 14th, and 15th Amendments to the Constitution.	5-9

Practice Standards

STANDARD	LESSON(S)
PS 1: Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States	5, 7-9
PS 3: Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.	5, 7-9

Literacy Standards

STANDARD	LESSON(S)
RI.5.5: Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.	8-9
RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.	6-7, 9
W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	5-8

LESSON 5

The Republican Party and Slavery



Learning Objective

Analyze excerpts from the 1860 Republican Party platform in order to determine the response of voters to its position on slavery.



Language Objective

Read excerpts from the 1860 Republican Party platform in order to draw conclusions about the response of voters to its position on slavery.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Highlight, annotate, or translate Tier 2 words from the excerpt that students may not be familiar with, such as "allow" and "moral." Alternatively, students could use a word-to-word dictionary or translator as needed for these individual words.

Levels 4-5: Provide sentence stems for the class discussion of responses, for example, "___ would support this statement because ___."

Lesson Context

Cluster 2 begins with a lesson focused on the Republican Party's position on slavery, key information for understanding the events that led to the Civil War and a basis for the cluster's Supporting Question: How and why did the Union's goal change in the first two years of the Civil War? (This question is introduced in Lesson 6.) Students start the lesson by engaging with the definitions of "political party" and "party platform" and considering their importance for informed decision-making in a democracy (PS 1). After this context-setting activity, students analyze excerpts from the 1860 Republican Party platform and draw conclusions about how voters in free states and slave states, as well as abolitionists, would have responded to the party's position on slavery (PS 3). The lesson ends with students predicting how

MATERIALS

- Lesson 5 Slide Deck
- ☐ <u>1860 Republican Party</u> Platform
- Lesson 5 Exit Ticket
- ☐ <u>1860 Republican Party</u> <u>Platform (Teacher</u> Version)

VOCABULARY

party platform political party

the election of Republican Abraham Lincoln will affect the unity of the nation and its people (W.1). In Lesson 6, students test their predictions by analyzing South Carolina's secession articles and Lincoln's First Inaugural Address.

Lesson Standards

5.T5.2: Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war's most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).

5.T5.5: Describe the role of Abraham Lincoln in the development of the Republican Party and his actions as President during the Civil War, including the Emancipation Proclamation and the 13th, 14th, and 15th Amendments to the Constitution.

PS 1: Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States

PS 3: Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Introducing Key Vocabulary and Making Civic Connections (5 minutes)

Use **Slide 2** and **Slide 3** to review the vocabulary words **political party** and **party platform** with students. Take the time to make connections between the importance of making informed decisions as a voter in a democracy and the purpose of a party platform.

Next, move to **Slide 4** and explain that in the 1860 presidential election, the future of slavery in the nation was the most important issue on people's minds. Then, project **Slide 5** to share that Abraham Lincoln was the Republican nominee for president in 1860. Pose the question,

How could the Republican Party platform help people to decide if they wanted to vote for Abraham Lincoln?

Explain that in the next activity, students will analyze the Republican Party's position on slavery from the perspective of voters in Northern states, voters in Southern states, and abolitionists.



TEACHING TIP

Students may be confused that Abraham Lincoln was a Republican. A student-friendly explanation is that when the Republican Party started, its main focus was to stop immigration and the expansion of slavery. However, by 1900, the Republican Party had become much more focused on railroads and other economic issues. Over the course of the 20th century, the party platforms shifted their positions on issues related to the legacy of slavery, and many Americans switched parties. For background on this shift in what "Republican" meant, see the Vox video How the Republican Party went from Lincoln to Trump or How the 'Party of Lincoln' Won Over the Once Democratic South from History.com.

№ Analyzing a Primary Source: The Republican Party Platform and Slavery (25

minutes)

Distribute copies of the <u>1860 Republican Party Platform</u> and the <u>Exit Ticket</u> to students and project **Slide 6** to review the instructions for the activity. Then invite students to work in partners to analyze the source. Give students about 10 minutes to work on the <u>1860 Republican Party Platform</u>, and then call the class back together to review their responses and explain their choices. Use the rationales provided in the <u>1860 Republican Party Platform (Teacher Version)</u> to help quide the conversation.

End the lesson by projecting **Slide 7** and sharing that Republican Abraham Lincoln won the election and became the 16th President of the United States. Ask students:

> How do you think the election of Republican Abraham Lincoln as President will affect the unity of the states and the people? Why?



SUPPORT ALL STUDENTS

If it would be helpful for students, you could model the first excerpt of the 1860 Republican Party platform as a "think-aloud" or analyze it as a whole class before inviting students to work with a partner.

Exit Ticket

Depending on the amount of time you have, you can ask students to turn and talk and then share their predictions or write a

response on their <u>Exit Ticket</u>. If students write a response, you can collect the <u>Exit Ticket</u>.

1860 Republican Party Platform (Teacher Version)

Republican Party Platform 1860	Free States	Slave States	Abolitionists
The Constitution binds the states together and is the law of the land. All states must respect it for the good of the nation.	YES	YES	YES or NO
Rationale: Both free and slave states would support the Constitution as the law of the land. Abolitionists would likely support it as well. Abolitionists want to end slavery but also understand that the Constitution can be amended. However, they might be willing to break laws to end slavery.			
Slavery is protected by the Constitution. Slave states have the right to allow slavery if that is what their people want.	YES	YES	NO
Rationale: Free states profit from the cotton economy. Furthermore, many people in the free states hold racist beliefs about African Americans and are willing to tolerate slavery. Slave states want to continue slavery and are glad to be protected by the Constitution. Abolitionists want slavery to end. They want it to end everywhere in the nation.			
The Constitution says enslaved people who escaped to free states must be returned to their enslavers (called "owners").	YES or NO	YES	NO
Rationale: Free states support the Constitution. However, individual people might not be willing to return enslaved persons to slavery if they escape to the North. Slave states believe that enslaved people are property. Abolitionists are interested in helping enslaved people escape from slavery.			
Slavery should not be allowed in the territories (land in the West that will become states in the future).	YES	NO	YES
Rationale: Free states want more free states. Slave states want more slave states. Both are interested in protecting their interests in Congress. Each new state gets two senators and representatives in Congress. Abolitionists want to end slavery. As a result, they would not want slavery to expand into the territories.			
Slavery is not moral. It goes against American values.	YES	NO	YES
Rationale: Many people in free states do believe that slavery is immoral, even if they benefit from slavery and the cotton economy. Slave states consider enslaved people to be property. Abolitionists work to end slavery because they believe it is immoral.			

Source: Adapted for the 5th-grade reader from <u>Republican Party Platform of 1860 | The American Presidency Project</u>

LESSON 6

Election and Secession: The Start of the Civil

War



Learning Objective

Evaluate primary sources from Union and Confederate leaders to determine their arguments about secession and slavery before the Civil War.



Language Objective

Explain the arguments about secession and slavery made by Union and Confederate leaders before the Civil War by analyzing primary sources.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Guide students to summarize the arguments of each text by asking or posting these questions: "Does the author of the text support slavery? Why or why not?" and providing a sentence frame. Students may copy evidence from the text in the sentence frame.

Levels 4-5: Guide students using the questions above without a sentence frame for the response.

Lesson Context

In Lesson 5, students analyzed the Republican Party's position on slavery and made predictions about how the election of Abraham Lincoln would affect the unity of the nation. In this lesson, students study the consequences of the 1860 election by analyzing excerpts of South Carolina's Declaration of Secession and Abraham Lincoln's First Inaugural Address (PS 3, RI.9, W.1). In doing so, they establish the goals of the Rebel States and the Union at the beginning of the Civil War before launching the Supporting Question: How and why did the Union's goals change during the first two years of the Civil War? In Lesson 7, students work to identify African American goals for the Civil War and assess

MATERIALS

- Lesson 6 Slide Deck
- Secession and Inauguration
- Secession and Inauguration (Teacher Version)
- 1861 Goals Anchor Chart
- Supporting Question
 Launch

the extent to which these goals align with the goals of the Union or Rebel States.

VOCABULARY

Confederate States of America

Rebel States

secede

treason

Lesson Standards

5.T5.2: Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war's most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).

5.T5.5: Describe the role of Abraham Lincoln in the development of the Republican Party and his actions as President during the Civil War, including the Emancipation Proclamation and the 13th, 14th, and 15th Amendments to the Constitution.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.



► Investigating Sources: Secession and Union: Analyzing Primary Sources to Reach Conclusions (20)

minutes)



TEACHING TIP

Background: The election of Abraham Lincoln as the 16th President of the United States set in motion the secession of the Southern states, which ultimately began the Civil War. By Lincoln's inauguration on March 4, 1861, seven states had seceded from the Union and claimed to form an independent nation. Although the Confederate States were not recognized as a sovereign nation by the United States or any other country, they elected a president and vice president and wrote their own constitution. This chain of events established the two sides of the Civil War, which would become a military conflict at the Battle at Fort Sumter in April 1861.

Begin the lesson by projecting **Slide 2** and reviewing the definition of the word **secede** and modeling its pronunciation for students. Explain that each state that

Lesson 6: Election and Secession: The Start of the Civil War

seceded from the nation wrote a document explaining why it no longer wanted to be part of the United States. Distribute the <u>Secession and Inauguration</u> handout to students and explain that they will read an excerpt of South Carolina's Declaration of Secession in order to analyze their argument.

Project **Slide 3** and explain that students should read the excerpt in their groups, looking for information that will help them answer the question, *What argument does South Carolina make about slavery and secession?* Give students a few minutes to read and answer the question and then debrief as a whole class using the <u>Secession and Inauguration (Teacher Version)</u> to guide the discussion. Students should offer that:

- South Carolina seceded because Abraham Lincoln was elected and they believed he would not protect their right to enslave people.
- South Carolina did not want to continue to be part of a nation where Lincoln was the president.
- They might infer South Carolina objected to the Republican Party's position on slavery.

After debriefing their responses about the <u>Secession and Inauguration</u> document, compare their findings to the predictions they made at the end of Lesson 5. Project **Slide 4** and remind students that each state wrote its own Ordinance of Secession explaining its reasons for leaving the Union and that all states listed the protection of slavery as a primary objective. Here, you can also note that <u>none</u> of these seceded states voted for Republican Abraham Lincoln as president.

Next, direct students to read the information about the Confederate States that appears below the South Carolina Declaration of Secession excerpt. If you prefer, read the paragraph together as a class. Then, ask students to independently complete the sentence stem, "The goal of the **Confederate States of America (Rebel States)** was to _____." Invite students to read back their responses.

Students should be able to conclude that the goal of the Confederate, or Rebel, States was to protect the institution of slavery. Some students might also note that the goal of the Confederate States was to be an independent or sovereign nation that protected slavery and was recognized by other nations. However, it is not necessary that they make this second connection.



• MAKE CONNECTIONS

Remind students that Lincoln was a Republican and that his position on slavery in the United States would likely be consistent with the Republican Party platform they read in Lesson 5.

Project **Slide 6** and explain that now that they have considered the Rebel States' response to the election of Abraham Lincoln, they are going to consider his response to their secession by reading excerpts of his First Inaugural Address. Have students look at the next part of their <u>Secession and Inauguration</u> handout and ask students to read the excerpt from Lincoln's First Inaugural Address, looking for evidence to answer the question, <u>What argument does Lincoln make about slavery and secession?</u>

They should underline or highlight information in the text to help them answer that question effectively.

Give students a few minutes to read and answer the question on their <u>Secession and Inauguration</u> handout and then debrief as a whole class, using the <u>Secession and Inauguration</u> (<u>Teacher Version</u>) to guide the discussion.



If you would like to review the information about the Confederate States as a whole class and chunk the text for students, you can use **Slide 5**, hitting Return to animate the slide with each bullet point.



TEACHING TIP

As you move into a study of the Civil War, students, especially English Learners, might be confused by the use of the word "union" in the phrase "more perfect union" and of its use to refer to the United States (as opposed to the Rebel States) in the Civil War. To help clarify, you can remind students that the United States was founded as a "union," or partnership, of states that agreed to work together as a nation based on the rules in the Constitution. Explain that the United States federal government did not believe that the Rebel States had the right to secede without the agreement of all of the states in the Union. As a result, it referred to the United States as "the Union" because this represented its belief that the states were still bound by the Constitution. Here you can call attention to the similarities between the words "union" and "united," and the language of the 1861 Goals Anchor Chart to ground their understanding.

For an argument, the following types of responses would be accurate:

• Lincoln says that he has to uphold the Constitution as president and that the Constitution protects the rights of enslavers and slave states.

- Lincoln sees the seceded states as friends, not enemies. He believes that they can resolve their differences and do not need a civil war.
- Lincoln says that an attack on the United States by a state is illegal.
- Lincoln says that violence against the United States by a state or states will be considered an insurrection or revolution.
- Lincoln said there would not be a civil war unless the seceded states started one.

In debriefing the excerpt, revisit the students' predictions about Lincoln's thoughts and actions regarding the Rebel States. Next, direct students' attention to the sentence starter at the bottom of the handout. Finally, ask students to complete the sentence:

The goal of the Union (United States) with regard to the Rebel States and slavery was...

Ask students to answer the question independently and then debrief their responses, asking them to support their responses with evidence. You can use the <u>Secession and Inauguration (Teacher Version)</u> to guide the discussion. Students should recognize that Lincoln wanted to end the Rebel States' claim that they were a sovereign nation and wanted to bring those states back into the Union. They should also recognize that he does not seek to abolish slavery where it already exists. If students suggest that Lincoln's goal was to end slavery, be sure to ask what evidence they have to support this claim, and dispel this misconception before moving forward.

Before moving on to the <u>Supporting Question Launch</u>, post the <u>1861 Goals Anchor Chart</u>, which contains the goals of the United States and the Rebel States, for student reference.



Launching the Question (10 minutes)

Project **Slide 7** and share that the actual fighting that began the Civil War happened in April 1861 when the Rebel States attacked Fort Sumter in South Carolina.

Distribute the <u>Supporting Question Launch</u> and project **Slide 9** to show the Supporting Question for Cluster 2. Have students work in groups to identify the question word and keywords and develop two smaller questions to help answer the Supporting Question. Have students share their questions and record them on the board or chart paper for reference throughout the cluster.



You can use **Slide 8** to review the definition of "treason" for students who need additional support with vocabulary.

Secession and Inauguration (Teacher Version)

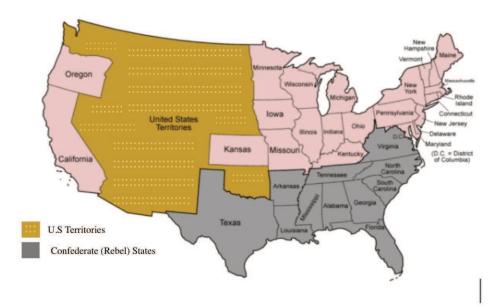
Directions: Answer the questions and fill in the blanks below.

South Carolina Declaration of Secession—December 20, 1860 (Excerpt)*

"The northern states elected a President who is against slavery. When the nation was formed, slavery was protected in the Constitution. We do not think Abraham Lincoln will protect our right to slavery. Therefore, We, the People of South Carolina, declare that the Union existing between this State and the other States of North America is dissolved."

- —South Carolina Declaration of Secession
- 1. What argument does South Carolina make about slavery and secession?
 - Abraham Lincoln is against slavery.
 - States have the right to keep slavery if they want to.
 - They don't think that Abraham Lincoln will support their constitutional right to slavery. They are leaving the Union to protect their right to slavery.

The Confederate States of America



<u>CSA States Evolution</u> by Golbez, licensed under the Creative Commons Attribution-Share Alike 3.0 Unported

"The right of property in slaves shall not be impaired**."
—The Constitution of the Confederate States of America

(**to "impair" means to weaken)

- A total of eleven states seceded from the Union. These states called themselves **The Confederate States of America.**
- The Confederate States elected a president and wrote a constitution. They claimed to be an independent nation, separate from the United States.
- The United States referred to the Confederacy as the **Rebel States**. The United States did not recognize the Rebel States as a sovereign nation, nor did any country in the world.
- 2. The goal of the Confederate States of America (Rebel States) was to... protect the institution of slavery by becoming an independent nation separate from the United States.

Note: The seceded states did not believe that the rights of enslavers would be protected by Abraham Lincoln. They broke off and started their own country so that they could protect the rights of enslavers to own African Americans as property.

Abraham Lincoln—First Inaugural Address—March 4, 1861 (Excerpt)*

"The Constitution protects slavery in the states that have chosen to allow it. The Constitution says that runaway slaves must be returned to their owners. As President, I have taken an oath that I will 'preserve, protect and defend the Constitution of the United States.' I do not plan to interfere with slavery where it exists.

"Violence in any State against the power of the United States is an attempt to take control of the government illegally.

"One section of our country believes slavery is right and should be extended. The other believes it is wrong and should not be extended. This is the only major disagreement. In your hands, my unhappy fellow countrymen, and not in mine, is the momentous issue of civil war. There will not be a war if you do not start one. We are not enemies, but friends. We must not be enemies. Though strong feelings may have strained our bonds, they must not break."

—First Inaugural Address

- 3. What argument does Lincoln make about slavery and secession?
 - The Constitution protects slavery in the states that want to make it legal.
 - The Constitution says that enslaved people who run away must be returned to their owners. As president, I have to enforce the Constitution.
 - Any violence against the United States will not be tolerated.
 - We disagree about the expansion of slavery—we can figure this out and stay together.

4. The goal of the United States government with regard to the Rebel States and slavery was to... bring the seceded states back into the Union *without* taking away the rights of enslavers to own African Americans as property.

Note: In 1861, Lincoln's goal was to preserve the Union of states. He did not want to end slavery in the places where it legally existed. He planned to respect the rights of enslavers because he thought saving the Union was the most important thing. He knew that the seceded states would not come back if they thought their right to allow slavery would be violated.

Source: <u>South Carolina Declaration of Secession, 1860 | The American Yawp Reader</u> *Adapted for 5th-grade reader

<u>First Inaugural Address of Abraham Lincoln</u> *Adapted for the 5th-grade reader.

LESSON 7

African Americans and the Civil War



Learning Objective

Participate in a Gallery Walk of primary sources in order to determine African American goals for the Civil War.



Language Objective

Explain African American goals for the Civil War in a class discussion using nominalizations ("freedom," "destruction," "service") and a sentence frame to summarize ideas from primary sources.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Explicitly teach the multiple forms of the nominalizations above ("free"/"freedom", "destroy"/"destruction", "serve"/"service") and provide students with multiple examples and opportunities to practice each word. Students can match each word to one of the texts in the Gallery Walk.

Levels 4-5: Encourage students to use the nominalizations in an expanded sentence frame in the class discussion.

Lesson Context

In Lesson 6, students analyzed primary sources to determine the goals of the United States (Union) and the Confederate States at the start of the Civil War. In this lesson, students consider the goals of the Civil War from the perspective of free and enslaved African Americans. Students participate in a Gallery Walk of quotes to gather evidence from the writings of Frederick Douglass and two enslaved African Americans who lived through the Civil War, Louis Hughes and Dora Franks (RI.9). Afterward, students participate in a collaborative discussion to share their evidence and develop a claim about African American goals for the Civil War (W.1). In doing so, they practice evaluating and organizing evidence

MATERIALS

Lesson 7 Slide Deck

Lesson 7: African Americans and the Civil War

from primary sources (PS 3). In Lesson 8, students will study how and why the Union's goals for the war changed and will come to understand the pivotal role of African American agency in effecting that change.

<u>Determining African</u>
American Goals for the
<u>Civil War Gallery Walk</u>
<u>African American Goals</u>
for the Civil War Graphic
<u>Organizer</u>
<u>African American Goals</u>
for the Civil War Graphic
<u>Organizer (Teacher</u>
<u>Version)</u>
<u>Lesson 7 Exit Ticket</u>

Lesson Standards

5.T5.2: Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war's most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).

5.T5.3: Explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery (abolitionism) and for voting and property rights for African Americans (e.g., Harriet Tubman, Nat Turner, Sojourner Truth, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe).

5.T5.5: Describe the role of Abraham Lincoln in the development of the Republican Party and his actions as President during the Civil War, including the Emancipation Proclamation and the 13th, 14th, and 15th Amendments to the Constitution.

PS 1: Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States

PS 3: Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.



O ADVANCE PREPARATION

Before beginning the lesson, distribute the five sources for the <u>Determining African American</u> <u>Goals for the Civil War Gallery Walk</u> around the room by creating stations or hanging them on the wall.



TEACHING TIP

Louis Hughes was born in 1832 and enslaved until the Civil War ended. In 1897 he wrote a book about his experience, *Thirty Years a Slave*, excerpts of which you can read in the PDF <u>Thirty Years a Slave</u>, Excerpts. Dora Franks was enslaved in Mississippi and became free when the war ended. She was interviewed as part of the WPA project.

▶ Gallery Walk: Determining African American Goals for the Civil War (20 minutes)

Begin the class by directing student attention to the **1861 Goals Anchor Chart** (from Lesson 6) of Union and Rebel States' goals for the Civil War in 1861. Project **Slide 2** and ask students.

Do you think either of these goals would lead to more rights for free and enslaved African Americans? Why or why not?

Invite students to turn and talk with their neighbors and then invite them to share their ideas, encouraging them to support their ideas with evidence. Students should be able to articulate that both goals preserved slavery in the United States and that neither involved extending rights to free African Americans.

Use **Slide 3** to explain that both free and enslaved African Americans were well aware of the start of the Civil War and had their own goals for its outcome. As students learned in Unit 3, some free and enslaved African Americans resisted their enslavement by learning how to read and could learn of developments by reading newspapers. Others may have overheard their enslavers talking about the election of Lincoln or the Battle at Fort Sumter or may have been passed the information through the communications networks maintained across plantations.



MAKE CONNECTIONS

Students also read interviews from the WPA project in Unit 3, when they met Sara Frances Shaw Graves and John W. Fields.



TEACHING TIP

Unfortunately, we do not have a photograph of Dora Franks. As students know from Unit 3 and from Cluster 1 of this unit, Frederick Douglass was born into slavery and escaped to freedom. He became an abolitionist who worked to end slavery everywhere in the nation.

Project **Slide 4** and tell students they will participate in a Gallery Walk of quotes from three African Americans who lived at the time of the Civil War: Louis Hughes, Dora Franks, and Frederick Douglass. As they visit each station, they will gather evidence about African Americans' goals for the Civil War. You can use **Slide 5** to project the Gallery Walk graphic organizer if you would like.

Provide each student with an <u>African American Goals for the Civil War Graphic Organizer</u>. Ask students to work individually or in pairs to read each source and determine what it says about enslaved and free African Americans' goals for the Civil War.



TEACHING TIP

If you are concerned about time, let students know that it is okay if they do not get to all of the sources.

Debriefing the Gallery Walk and Drawing Conclusions (10 minutes)

Ask students to share what they found out about African American goals during the Gallery Walk by citing evidence from the sources. You can use the <u>African American Goals for the Civil War Graphic Organizer (Teacher Version)</u> to guide the discussion.



TEACHING TIP

In debriefing, students may ask why the Union would not let African Americans serve in the military. If time permits, you can ask them to suggest reasons and discuss them. **Slide 6** provides talking points about Lincoln's actions. You can review them with students and then hit Return to reveal the processing question below.

How do these three points match with what you know about the Union's goals regarding the Rebel States and slavery?



Exit Ticket

Project **Slide 7**. As a formative assessment, pass out copies of the <u>Exit Ticket</u> and ask students to complete the sentence on it:

The goals of free and enslaved African Americans in the Civil War were....

Explain that you'd like them to try to answer the bonus question:

How were the goals of African Americans similar to or different from the Union's goals?

Collect students' **Exit Ticket** as a formative assessment.

African American Goals for the Civil War Graphic Organizer (Teacher Version)

Passage #	What goal for the Civil War is described by the author of the passage?	Evidence from Text
1	freedom	"Ever since the beginning of the war, and the slaves had heard that possibly they might at some time be free, they seemed unspeakably happy."
2	freedom	"During the war, Aunt Kitty, the cook at Master Jack's, used to sing a song about freedom. It ran something like this: 'There'll be no more talk about Monday, by and by, But every day will be Sunday*, by and by."
3	freedom	"From that minute I started praying for freedom."
4	the end of slavery	"War for the destruction of liberty must be met with war for the destruction of slavery."
5	to serve and suffer for the cause of freedom	"We would be happy to be permitted to serve and suffer for the cause of freedom."

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LESSON 8

The Union's Goals Shift



Learning Objective

Analyze events of the first two years of the Civil War in order to determine how the Union's goals changed over the course of the war.



Language Objective

Students read a story in a small group to identify the goals of various actions taken during the Civil War, using key content area vocabulary ("abolition," "Union," "Confederate," etc.).



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students at this level may work in a small group with a teacher or paraprofessional who reads the text aloud to guide the activity. You may also pre-select a few slides or highlight one sentence from each slide in advance that students at this reading level should focus on.

Levels 4-5: Provide students with a reference sheet of the content vocabulary as they work through this activity.

Lesson Context

Having identified the war aims of the Union, Confederacy, and African Americans in Lessons 6 and 7, students focus their attention on the events of the first two years of the Civil War in this lesson. Students read a picture book about the war in 1861–1862 and evaluate how the goals of the Union, Confederacy, and African Americans are affected on a timeline graphic organizer. As they do, they work to determine how and why the Union's goals for the Civil War changed over time (PS 1, PS 3, W.1). This lesson provides important evidence of African American agency in shifting the Union's goals for the war and acts as a powerful counternarrative to the widely held and oversimplified perception that "Lincoln freed the slaves." Students conclude

MATERIALS

- ☐ Lesson 8 Slide Deck
- A Greater Goal Book
- African American Goals
 for Civil War Anchor
 Chart
- Civil War Goals Reference
 Sheet and Timeline
- Book Activity Graphic
 Organizer
- Book Activity Graphic
 Organizer (Teacher
 Version)

Lesson 8: The Union's Goals Shift

the lesson by completing a formative assessment explaining how and why the Union's goals shifted, using a timeline to guide their understanding of the chronology of events (PS 3, RI.5, W.1). In Lesson 9, students read and analyze portions of Lincoln's Gettysburg Address and participate in a Putting It Together discussion to wrap up the cluster.

VOCABULARY

contraband

Lesson Standards

- **5.T5.2:** Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war's most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).
- **5.T5.4:** Identify the major military leaders and battles of the Civil War (e.g., Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Stonewall Jackson; Battles of Bull Run, Shiloh, Fredericksburg, Vicksburg, Gettysburg, Appomattox).
- **5.T5.5:** Describe the role of Abraham Lincoln in the development of the Republican Party and his actions as President during the Civil War, including the Emancipation Proclamation and the 13th, 14th, and 15th Amendments to the Constitution.
- **PS 1:** Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States
- **PS 3:** Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.
- **RI.5.5:** Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
- W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.



• ADVANCE PREPARATION

Before class, print out copies of the <u>A Greater Goal Book</u> and staple the pages together as a book. You will need enough copies for each group of 3–4 students to have a book. You may want to laminate the copies to use in future years.

▶ Reading a Secondary Source to Analyze Actions and Events in the Civil War (20

minutes)

At the beginning of class, add the <u>African American Goals for Civil War Anchor Chart</u> to the wall for student reference.

Organize students into groups of 3-4 and give each student a

Lesson 8: The Union's Goals Shift

copy of the <u>Civil War Goals Reference Sheet and Timeline</u>. Project **Slide 2** and tell students that the Union's goals for the war will change in the first two years, and that in today's lesson, they will investigate how and why this happened.

Move to **Slide 3** and intentionally teach the word **contraband**, sharing that it will be an important word for them to understand as they read the <u>A Greater Goal Book</u>.

Distribute a copy of the <u>A Greater Goal Book</u> to each group. Also, provide each student with a copy of the <u>Book Activity Graphic Organizer</u> and explain that the class will read the first four pages of the <u>A Greater Goal Book</u> together in order to practice the routine students will use to analyze the events. Afterward, they will work in their groups to finish reading and analyzing the <u>A Greater Goal Book</u>. Use the <u>Book Activity Graphic Organizer (Teacher Version)</u> to guide this activity.

Project **Slide 4** and read the text out loud, inviting students to follow along on page 1 of their <u>A Greater Goal Book</u>. Hit Return to reveal the question and ask students to turn and talk in their groups about the following question:

Whose war goals did Mallory's actions help? Union, Confederate, and/or African American?

Then, invite a group to share their response and support it with evidence. Students should recognize that Mallory's actions help Confederate aims because the men are doing work to prepare for battle against the Union.

- Next, direct student attention to the column of the graphic organizer that says, "Whose war goal is helped? (C, AA, U)." Ask them to write a "C" in this space.
- Next, direct their attention to the column labeled "Notes" and share that they can use this space to write a few words to support their choice. For example, students might write "labor" here since the three men provided labor for the Confederate Army.
- Explain that they don't have to do this for every page but that it is a good way to make sure that they have evidence to support their argument.

Next, project **Slide 5** and read the text out loud, inviting students to follow along on page 2 of their <u>A Greater Goal</u>

<u>Book</u>. Hit Return to reveal the question and ask students to turn and talk in their groups about the question:

Whose war aims did the actions of Shepard Mallory, Frank Baker, and James Townsend help? Union, Confederate, or African American?

Then, invite a group to share out their response and support it with evidence.

- Students should recognize that the three men's actions helped African Americans' goals because they self-liberated by escaping from the Confederacy.
- They may also offer that the actions of Mallory, Baker, and Townsend helped the Union by depriving the Confederacy of labor. This response would be valid as well.
- Tell students that they should write "AA" and "U" on the graphic organizer, and ask them to write a couple of words in the Notes section to support their choices.

Project **Slide 6** and read the text out loud, inviting students to follow along on page 3 of their <u>A Greater Goal Book</u>. Hit Return to reveal the question and ask students to turn and talk in their groups about the question:

Whose war goals do you think John Phelps supports? Union, Confederate, and/or African American?

Then, invite a group to share their response and support it with evidence.

- Students should recognize that as an abolitionist,
 Phelps would have shared African Americans' goal of ending slavery.
- Since he was fighting for the Union, he likely shared their goal of ending the Confederacy, as well.
- Ask students to record "AA" and "U" on the graphic organizer. Next, ask them to add a couple of words to their Notes section.

Finally, project **Slide 7** and read the text out loud, inviting students to follow along on page 4 of their <u>A Greater Goal Book</u>. Hit Return to reveal the question and ask students to turn and talk in their groups about the question:

Whose war goals do you think General Butler supports? Union, Confederate, and/or African American?

Then, invite a group to share their response and support it with evidence.

- Students should recognize that since he was not an abolitionist, Butler probably did not support the war aims of African Americans.
- However, as a Union general, he supported ending the Confederacy and bringing the slave states back into the Union.

After reviewing these four slides with students, instruct them to use the same routine to work through the rest of the <u>A</u> <u>Greater Goal Book</u> by taking turns reading the text aloud. Remind them that they should answer the question or indicate whose goals were helped on their <u>Book Activity</u> <u>Graphic Organizer</u> after each page.

Give students about 10 minutes to work through the remaining pages, circulating to encourage collaboration and answer questions as needed. As you check in with groups, be sure to ask them for their rationale for choosing Union, Confederate, or African American and inquire what words they would use to note their evidence in the Notes section. Then, bring the class together.

The Union's Goals Shift: Drawing Conclusions Using a Timeline and Graphic Organizer (5 minutes)

Project **Slide 9** to show students the graphic organizer of the 1861 Union goal and the spaces to reflect on how and why that goal changed, which are on their <u>Book Activity Graphic Organizer</u>. Explain that in their <u>Book Activity Graphic Organizer</u>, you'd like them to reflect on what they learned from the <u>A Greater Goal Book</u> and write a two-sentence response in each box. Ask students to look at the reference timeline for the book on their <u>Civil War Goals Reference Sheet and Timeline</u> to help them keep track of the chronology of events. If you'd like to project the timeline, you can do so using **Slide 9**.

If time permits, invite student groups to share back their responses.



If you'd like to continue to read the book as a whole class, use the second half of the slide deck to read the rest of the text in book format.



Formative Assessment

Collect the student <u>Book Activity Graphic</u> <u>Organizer</u> handouts as a formative assessment.

Book Activity Graphic Organizer (Teacher Version)

The Civil War: 1861-1863

Directions: Fill in the graphic organizer with the following:

- 1. Write whose war goal is helped by the event or action. Write "C", "AA", and/or "U"
 - C = Confederacy
 - AA = African Americans
 - U = Union
- 2. Write a few words to support your choice in the Notes column.
- 3. Answer the question about page 10.

Page #	Date	Event	Whose war goal is helped? (C, AA, U)	Notes
1	May 1861	Charles Mallory takes three enslaved men to work at Sewell's Point.	С	Labor—The men are doing work to prepare for battle against the Union
2	May 1861	Shepard Mallory, Frank Baker, and James Townsend escape to Fort Monroe.	AA U	Self-liberated Took away labor from Confederacy
3	May 1861	Whose war goals do you think John Phelps supports?	AA U	Abolitionist Fighting for Union
4	May 1861	Whose war goals do you think General Butler supports?	U	Union general (not an abolitionist)
5	May 1861	Butler's decision	U	Labor for Union

Page #	Date	Event	Whose war goal is helped? (C, AA, U)	Notes
6	June 1861	Fort Monroe becomes "Fort Freedom."	AA U	Self-liberating Labor away from Confederacy and also more labor for Union
7	July 1861	First Battle of Bull Run	С	The Confederacy won the battle and cost the Union many soldiers.
8	August 1861	Congress passes First Confiscation Act.	U AA	Takes labor away from the Confederacy African American closer to freedom
9	August 1861 → onward	Thousands of enslaved persons escape from the Confederacy and work for the Union, earning pay for their labor.	U AA	Takes labor away from the Confederacy and adds labor for Union African American closer to freedom
10	January 1862	Question: How are Tubman and Douglass encouraging the Union to expand its war goals?	-	Answer: Tubman wants Lincoln to free enslaved people—she says God won't let the Union win until he does. Douglass wants Lincoln to let African Americans fight in the war.
11	April 1862	Battle of Shiloh	U	Union forces win.
11	August - December 1862	Second Battle at Bull Run Battle of Fredericksburg	С	Confederate forces win—and cost many Union soldiers lives.
12	January 1, 1863	Emancipation Proclamation	U AA	Helps to grow Union Army Granted freedom if in Confederate state
13 &14	January 1, 1863 →	African Americans are allowed to join and fight in the Union Army.	U AA	Helps Union effort Provides African Americans the opportunity to contribute to fight with the nation—and hopefully benefit from its founding values.

Directions: Fill in the blank and answer the questions below.

In **1861**, the goal of the United States (the Union) was to bring the seceded states back into the Union without taking away the rights of enslavers to own African Americans as property.

1. In **1863**, the United States (the Union) still wanted to bring the seceded states back into the Union. However, it no longer cared about protecting their right to... own and enslave African Americans.

2. How did the Union's goal change?

It went from not interfering with rights of seceded states to practice slavery to ending their right to practice slavery by freeing the people they enslaved.

3. Why did the Union's goal change?

- The goal changed because of the actions of the three brave African Americans—Shepard Mallory, Frank Baker, and James Townsend, who escaped from the Confederacy at the beginning of the war.
- The goal changed because of the contraband decision by General Butler.
- The goal changed because of the brave African Americans who self-liberated to the Union in the middle of the war.
- The goal changed because Congress passed the Contraband act.
- The goal changed because Lincoln issued the Emancipation Proclamation.

LESSON 9

The Gettysburg Address: Fighting for a "More Perfect Union"



Learning Objective

Read and analyze passages from the Gettysburg Address in order to determine Lincoln's point of view about the Union's goals for the war.



Language Objective

Explain Lincoln's point of view about the Union's goals for the Civil War by reading and paraphrasing excerpts of the Gettysburg Address.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Explicitly teach the word "synonym" and model how students can use text features (asterisks) to find synonyms of challenging words. Rather than having students paraphrase, you can give them a cloze (fill in the blank) sentence and have students use synonyms from a word bank to summarize each excerpt.

Levels 4-5: If students have difficulty parsing the complicated sentence structure, read the sentences aloud multiple times. You can model how to split a long sentence into component parts, such as "Four score and seven years ago, our fathers brought forth on this continent a new nation. This nation was conceived in Liberty. The nation was dedicated to the proposition that all men are created equal." Students can then paraphrase the shortened sentences using synonyms.

Lesson Context

In Lesson 8, students analyzed how and why the Union's goals for the Civil War shifted in the first two years of the war and how this shift resulted in the freeing of enslaved people in Rebel States and the participation of Black soldiers in the Union Army. In this lesson, students probe this shift more deeply by reading excerpts of Lincoln's Gettysburg Address and the message it conveys about the path toward a "more perfect union." Students read three excerpts from Lincoln's

MATERIALS

- Lesson 9 Slide Deck
- Gettysburg AddressQuotes
- <u>Gettysburg Address</u> <u>Quotes (Teacher Version)</u>

famous speech and work to put them in their own words. In doing so, they analyze Lincoln's point of view on the Union's goals for the war. The lesson ends with a Putting It Together discussion in which students analyze how and why the Union's goals shifted before discussing Essential Question 1: Did the Civil War create a "more perfect union?" (PS 1, PS 3, RI.5, RI.9).

Lesson Standards

5.T5.2: Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war's most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).

5.T5.4: Identify the major military leaders and battles of the Civil War (e.g., Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Stonewall Jackson; Battles of Bull Run, Shiloh, Fredericksburg, Vicksburg, Gettysburg, Appomattox).

5.T5.5: Describe the role of Abraham Lincoln in the development of the Republican Party and his actions as President during the Civil War, including the Emancipation Proclamation and the 13th, 14th, and 15th Amendments to the Constitution.

PS 1: Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States

PS 3: Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.

RI.5.5: Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

Activator: Union Progress in the War (5

minutes)

Project **Slide 2** and explain to students that after Lincoln issued the Emancipation Proclamation, the Union had two important victories: one in Vicksburg, Mississippi, and the other in Gettysburg, Pennsylvania. Next, project **Slide 3** and explain that although these victories were important, they resulted in the loss of many soldiers. Share that the losses at Gettysburg were particularly awful. More than 3,000 Union soldiers died fighting there. Explain that after the battle, plans were made for a cemetery at Gettysburg to bury the people who died fighting for the Union. Direct student

attention to the image on the right and explain that it is the plan that was designed for the cemetery. Hit Return to animate the slide with the blue arrow and explain that the cemetery was organized into sections by state. Section 19, which the blue arrow points to, was for the soldiers from Massachusetts who died at the battle.

▶ The Gettysburg Address: A New Vision and Goal for the Nation (15 minutes)

Arrange students into pairs or small groups and distribute a copy of the <u>Gettysburg Address Quotes</u> to each student. Move to **Slide 4** and explain that in November of 1863, Abraham Lincoln was invited to give a speech at the dedication of the cemetery at Gettysburg. Explain that this speech is known as the Gettysburg Address. Share that Lincoln's speech was very short, only ten sentences long! But it is considered one of the most important speeches in United States history.



Be sure to keep momentum in this part of the lesson so that you have enough time to make cluster conclusions and connections at the end of the lesson. Students should work to understand the spirit of Lincoln's message. Alternatively, you could plan to follow this lesson with a Literacy Block to ensure that there is adequate time to analyze the text (or even read the entire text here, at the Gettysburg Address) and complete the formative assessment.

TEACHING TIP

It may be helpful for students to return to the reference timeline in their Civil War Goals Reference Sheet and Timeline handouts (from Lesson 8) to review the events. You could even have them add the Gettysburg Address to their timeline as shown on **Slide 9**, which you can also project for students. Since students already discussed this question at the end of Lesson 8, try not to get bogged down in details so that students will have time to reflect on the unit's Essential Question.

Next, use the information on the slide to provide students with some context for the document analysis activity. Explain that Lincoln did not use his remarks to talk about defeating the Confederacy or ending slavery. Instead, he talked about a

new, bigger, and more important goal for the nation and its people. Explain that today, they will read three pieces of the Gettysburg Address and work to identify this new, more important goal.

Move to **Slide 5** and read the first sentence of the Gettysburg Address. Then, direct student attention to the words defined at the bottom of the slide and review their meaning. Next, read the sentence aloud again and ask students to work independently or in pairs to paraphrase or explain the passage's main idea in their own words. Give them a couple of minutes to do this, and then invite students to share their summaries and discuss the sentences as a whole class, using the <u>Gettysburg Address Quotes (Teacher Version)</u> as a guide.



Putting it Together: Reaching Cluster Conclusions and Explaining Connections (10 minutes)

Next, project **Slide 8**. Ask them to consider the Union's original goal for the Civil War, as described by Lincoln in the Gettysburg Address, and then to summarize the new goals of the Union for the Civil War described in the Gettysburg Address in the space provided. Invite students to share their summaries and then hit Return to reveal a working version of the Union's 1863 goal.

Hit Return to reveal the "why" part of the question. Note that students have just described "how" the goal was different, and now they will talk about why the change was made.

Let students share their ideas, adding them to the board or chart paper as they discuss.

Students should offer responses such as the following:

- African American agency and bravery allowed General Butler to create the "Contraband law."
- General Butler was clever in his use of the term "contraband."
- Abolitionists put pressure on the government to end slavery and let Black men fight.
- Hundreds of African Americans self-liberated and worked for the Union.
- Union losses and casualties resulted in the need for more Union soldiers.

- African Americans were eager to fight for the Union.
- Abraham Lincoln changed his mind and decided that African Americans who were enslaved by the Confederacy should be free. (Students might make the connection that African Americans were more loyal to the Union than to the Rebel States and therefore more worthy of rights.)

End the lesson by projecting **Slide 10** to expand the discussion to include the unit's Essential Question:

Did the Civil War create a "more perfect union?"

Ask students to take a position using a four-corners or spectrum line-up and then share out their ideas.

Gettysburg Address Quotes (Teacher Version)

Gettysburg Address Quote	Key Ideas	Rewrite
"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal." score: twenty ("four score and seven" = 87 → 1862 - 87 = 1776) conceived: created dedicated: committed proposition: idea	Lincoln is referencing the founding values of the United States, in particular the Declaration of Independence. The year 1776 and the words "all men are created equal" are good clues here. Note: The term "founding fathers" wasn't coined until 1916, so Lincoln isn't necessarily referring to Washington, Jefferson, Adams, etc.	Eighty-seven years ago, our ancestors created a new nation. The nation was created in liberty and committed to the idea that all men are created equal.
"Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure." engaged: involved endure: last	Lincoln is arguing that the Civil War is a test of whether the United States or any nation dedicated to the ideas of liberty and equality can last or survive. Lincoln's argument is that the United States is unique because of how it was founded.	Now we are fighting against each other. The war is a test of whether a nation created in liberty and believing in equality can last.
"It is for us the living to be here dedicated to the great task remaining before us — that this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people, shall not perish from the earth." perish: die or disappear	Lincoln is arguing that the people of the United States must dedicate themselves to supporting the founding values of the nation, helping the United States have a new beginning without slavery, and making sure that democracy survives.	We pledge that we will work to help the nation be a place with more freedom and without slavery. We will protect democracy. Note: "The great task" is winning the war for the higher purpose of saving democracy for the people and the world. Note: The "new birth of freedom" refers to a nation without slavery. The pre-Civil War U.S. was not "born in freedom" because it protected the rights of enslavers to own African Americans.

Progress and Backlash after the Civil War

How were civil rights for African Americans expanded, protected and challenged after the Civil War?

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Lesson 14

The Support and Unity of the Black Community in the Jim Crow South

Lesson 15

The NAACP: Organizing for Black Resistance

Overview

Cluster 3 begins with a focus on the expansion of African American civil rights during the era of Reconstruction. Students consider what freedom meant for African Americans after the Civil War as they study the changes that came with the 13th, 14th, and 15th Amendments, the election of Black representatives to Congress, and the efforts of the federal government to protect and promote African American civil rights in the 12-year period after the end of the Civil War. As the unit moves into the 20th century, students study the backlash to this progress in the Jim Crow era and the work of individuals, churches. newspapers, and civic organizations to unify and organize the African American community to continue the struggle to secure and protect civil rights. In doing so, they gain the important understanding that although slavery ended with the Civil War, racial discrimination, threats of violence, and legal protection of racist practices did not. These issues were not limited to the South but were experienced by African Americans throughout the nation. Perhaps more importantly, students are able to understand that the African American community continued to resist and show resilience in the face of efforts to deny their full humanity. Throughout these lessons, students organize information from multiple primary and secondary sources in order to identify, describe and explain the history of the struggle for civil rights for all in the United States.

Learning Objectives

By the end of this cluster, students should be able to...

- Demonstrate civic knowledge by identifying and explaining the role of the federal government with respect to African American civil rights after the Civil War.
- Organize information from primary and secondary sources to speak knowledgeably about how African American civil rights were expanded, protected, and challenged after the Civil War.

• Provide specific examples of how and why the unity and support of the African American community were crucial during the Jim Crow era.

Vocabulary

TIER 2	TIER 3
discriminate exploit segregate terrorist	civil rights Jim Crow Ku Klux Klan (KKK) NAACP (National Association for the Advancement of Colored People) Reconstruction sharecropper sharecropping White supremacy

Cluster Focus Standards

Content Standards

STANDARD	LESSON(S)
5.T5.6: Explain the consequences of the Emancipation Proclamation and the 13th, 14th, and 15th Amendments for the rights of African Americans.	10-11
5.T5.7: Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.	12-14
5.T5.8: Research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.	15

Practice Standards

STANDARD	LESSON(S)
PS 1: Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States	11-12, 14-15
PS 3: Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.	10-12, 15
PS 7: Research and analyze the work of civil rights activists to communicate the steps and actions they took in pursuit of their goal.	12, 15

Literacy Standards

STANDARD	LESSON(S)
RI.5.5: Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.	12
RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.	10-11, 13-15
W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	13, 15

LESSON 10

The Promise of the Union's Victory



Learning Objective

Organize information about the actions and methods used to promote African American rights after the Civil War to prepare for a discussion in a follow-up lesson.



Language Objective

Recount the actions and methods used to promote African American rights after the Civil War by recording evidence from texts on a graphic organizer.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students may complete fewer parts of the <u>Reconstruction Stations Graphic Organizer</u> and copy words or short phrases into the bubbles. Add **boldface** to the provided texts to assist students in identifying the key ideas in the text.

Levels 4-5: Students should write more extensive notes in the <u>Reconstruction Stations Graphic</u> <u>Organizer</u> (longer phrases/sentences). Pair students of different proficiency levels together so they can assist each other in the activity.

Lesson Context

Cluster 3 opens with a pair of lessons focused on the expansion and protection of civil rights for African Americans after the Civil War. In Lesson 10, students launch the Supporting Question: How were civil rights for African Americans expanded, protected, and challenged after the Civil War? Next, they participate in a station activity highlighting the progress of Reconstruction. Using a graphic organizer, students gather information about how civil rights for African Americans were expanded and protected after the Civil War. In doing so, they organize information and data from multiple sources (PS 3) and integrate information from

MATERIALS

- Lesson 10 Slide Deck
- Reconstruction Stations
 Graphic Organizer
- Reconstruction Stations
- Expand and Protect

 Putting It Together

 Discussion (Teacher
 - <u>Guidance)</u>
- Special Field Order No. 15

several texts on the same topic (RI.9). In Lesson 11, students complete their work with the stations and participate in a Putting it Together Conversation.

VOCABULARY

civil rights

Reconstruction

Lesson Standards

5.T5.6: Explain the consequences of the Emancipation Proclamation and the 13th, 14th, and 15th Amendments for the rights of African Americans.

PS 3: Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

Launching the Question (10 minutes)

Project **Slide 2** and share with students that the Civil War ended a little more than a year after Lincoln gave the Gettysburg Address. This image shows Confederate general Robert E. Lee surrendering at the Appomattox Court House in Virginia.

Project Slide 3 and review the definition of civil rights.

Explain that the Union victory meant African Americans would enjoy civil rights for the first time in the nation's history. However, protecting those rights in a nation that had allowed slavery for more than 200 years would be challenging.

Project **Slide 4** to show the Supporting Question for the cluster. Ask students to identify the question word and keywords they know. Then, ask students to generate two smaller questions they could use to help answer the bigger question. Record them on the board or chart paper as they share their questions.



Ely S. Parker, a member of the Seneca Nation of New York, served as a lieutenant colonel in the Union Army and as General Ulysses S. Grant's war secretary. He helped to draft the surrender documents that were signed by Robert E. Lee at Appomattox. You can read more about Parker in the New York Historical Society article <u>"We Are All</u> Americans:" Ely S. Parker at Appomattox Court House. You can see an image of Parker on Slide 7.

Y Stations Activity (20 minutes)

Explain that students will participate in a station activity to learn about some of the ways civil rights for African Americans were expanded and protected after the Civil War. Project **Slide 5** and explain that historians use the term **Reconstruction** to refer to the period when the United States was working on expanding and protecting civil rights for African Americans and reuniting the nation after the Civil War. It was a time when the nation was working to "reconstruct," or rebuild, the nation to include African Americans as full citizens.

Organize students into groups of 4-6 students. Provide each student with a *Reconstruction Stations Graphic Organizer*. Project **Slide 6** and explain that they will visit six stations, and at each, they should take notes about how African American civil rights were extended and/or protected after the Civil War. Explain that they may encounter examples of how African American civil rights were challenged and that if they do, they can note them outside of the bubble for that station.

Move to **Slide 7** and explain that you'll do the first station, the 13th Amendment, together. Read the text aloud to students, asking them to follow along on their <u>Reconstruction Stations</u> <u>Graphic Organizer</u>. Then, ask students to discuss how the 13th Amendment expanded and protected civil rights for African Americans.

-0:

MAKE CONNECTIONS

In discussing the 13th Amendment, encourage students to recall what they learned about the Constitution in Unit 2, particularly in Lesson 19: The Harshest Compromise of All: The Constitution and Slavery, and Lesson 20: Amending the Constitution: The Bill of Rights. Discussing how the ability to amend the Constitution provides opportunities to make the nation "more perfect" will help students to build civic knowledge.

Invite students to share their responses, recording them on the board or chart paper. Students should note:

- The 13th Amendment expanded civil rights by ending slavery and giving all African Americans freedom from being owned as property.
- The 13th Amendment protected civil rights for African Americans because it was part of the Constitution. This

meant that it was a rule that all of the states had to follow.

• The Executive Branch is supposed to enforce the rules of the Constitution, and the Supreme Court is supposed to ensure that states don't make laws that go against the Constitution.

This third point may not be mentioned by students. Take a moment to reinforce it here (and in Lesson 11, revisit this key point in the lesson Putting It Together discussion).

Place the <u>Reconstruction Stations</u> around the room and have groups visit each one, recording information on their <u>Reconstruction Stations Graphic Organizer</u> at each stop. Students should be able to visit 2-3 stations in the remaining class time. You can use the <u>Expand and Protect Putting It</u> <u>Together Discussion (Teacher Guidance)</u> to support student work as they move through the remaining five stations.

- 1. 14th Amendment
- 2. 15th Amendment
- 3. Freedmen's Bureau
- 4. Military Reconstruction
- 5. Black Congressmen



TEACHING TIP

Because the 13th, 14th, and 15th Amendments feature prominently in this cluster and Cluster 4, we recommend printing and displaying the 13th, 14th, and 15th Amendment stations from the <u>Reconstruction Stations</u> in the classroom for student reference for the remainder of the unit.

The <u>Special Field Order No. 15</u> handout, which includes text-dependent and analytical questions, is included in the lesson materials as an optional extension. The reading describes the short-lived 40 Acres and a Mule program, which gave some formerly enslaved African Americans access to land. The reading also explains that Abraham Lincoln was assassinated. If you do not include the reading as an extension or Literacy Block activity, you may want to share this information with students as part of the Putting It Together Discussion.

At the end of class, remind students to put their <u>Reconstruction Stations Graphic Organizer</u> away for safekeeping to use in the next lesson. Reassure students that they will have time to finish the station activity in the next lesson.



To learn more about the meaning of freedom and Black and White responses to the end of slavery, see America's Reconstruction:

People and Politics After the Civil War from Digital History and Enacting Freedom from Facing History and Ourselves.

Expand and Protect Putting It Together Discussion (Teacher Guidance)

Question: How were civil rights for African Americans **expanded, protected**, and **challenged** after the Civil War?

Expanded	Protected	Challenged
13th Amendment—Slavery ended. African Americans could no longer be owned as property and forced to work without pay.	The federal government and the Constitution protect civil rights for African Americans. Since the Constitution is the law of the land, all states must follow it.	Women were not allowed to vote.
14th Amendment—African Americans were to be equal to White people in how they were treated and protected by laws.	 It is the federal government's job to ensure that the Constitution is being followed by state governments. 	
14th Amendment—African Americans were citizens of the United States.	 It is the job of the Supreme Court to decide whether a law passed by a state goes against the Constitution. 	
15th Amendment—African American men got the right to vote in every state of the nation.	The Freedmen's Bureau helped African Americans transition to lives where they could enjoy their civil rights.	
African Americans elected people to the government who would represent their interests and points of view in the federal government.		

Note: In discussing how civil rights were protected, have students connect to what they learned about the Constitution and branches of the federal government in Unit 2. Here, be sure to reinforce how having a Constitutional amendment is more powerful and enduring than having a law, and how the Executive and Judicial branches are charged with upholding the Constitution of the U.S.

For more information, visit http://creativecommons.org/licenses/by-nc/4.0/.

LESSON 11

Expanding and Protecting Civil Rights for African Americans



Learning Objective

Demonstrate civic knowledge, skills, and dispositions by using evidence from a station activity in a whole-class discussion to explain how civil rights for African Americans were extended and protected after the Civil War.



Language Objective

Participate in a whole-class discussion of primary and secondary sources to explain how African Americans' civil rights expanded and were protected after the Civil War.

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SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: It may be especially difficult for students at this level to paraphrase ideas that other classmates have written in the station activity. If you have a class with many students at this level, consider teaching a mini-lesson to review the information from the stations before having students discuss in small groups.

Levels 4-5: Provide sentence stems for small group and whole-class discussion, e.g., "African Americans gained the right to...".

Lesson Context

In Lesson 10, students began a stations activity to gather information about how civil rights for African Americans were expanded and protected after the Civil War. This lesson begins with students completing their station visits in preparation for a Putting It Together discussion in the second part of the class (PS 3, RI.9). In the discussion, students reflect on how African American civil rights were expanded and protected during Reconstruction (PS 1). The lesson ends with

MATERIALS

- Lesson 11 Slide Deck
 Expand and Protect
 Putting It Together
 - Putting It Together
 Discussion (Teacher
 Guidance)
- Reconstruction Stations

Cluster 3: Progress and Backlash after the Civil War

a "choose your spot" Check-In activity where they take a
position on which action to expand or protect African
American civil rights was most important. In Lesson 12,
students will study the economic challenges for formerly
enslaved people after the Civil War.

Lesson 10:
Reconstruction Stations
Graphic Organizer

Lesson Standards

5.T5.6: Explain the consequences of the Emancipation Proclamation and the 13th, 14th, and 15th Amendments for the rights of African Americans.

PS 1: Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States

PS 3: Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.



ADVANCE PREPARATION

Before class begins, hang the six stations from the <u>Reconstruction Stations</u> (from Lesson 10) around the room for the Check-In activity.

Stations Activity: Civil Rights for African Americans After the Civil War (10 minutes)

Ask students to take out their **Reconstruction Stations Graphic Organizers** (from Lesson 10) and return to their groups. Give students 10 minutes to visit the remaining stations. Then bring the class back together.



SUPPORT ALL STUDENTS

Assure students who did not have time to visit all of the stations that they will have the opportunity to add to their Reconstruction Stations Graphic Organizers (from Lesson 10) during the Putting It Together discussion.

Students who complete the stations before the 10 minutes are over can read the optional handout from the previous lesson, Special Field Order No. 15 (Lesson 10), which is about the "40 Acres and a Mule" plan, and answer the accompanying questions as a challenge. This reading would also make a good nonfiction text for a Literacy Block.

Putting it Together (20 minutes)

Project **Slide 2** and explain that the class will have a Putting It Together discussion about the first two parts of the Supporting Question—"expand" and "protect." Invite students to share their findings, recording them on the board or chart paper as they do. You can use the <u>Expand and Protect Putting It Together Discussion (Teacher Guidance)</u> (from Lesson 10) to help guide their discussion.



MAKE CONNECTIONS

In discussing how civil rights were protected, have students connect to what they learned about the Constitution and branches of the federal government in Unit 2. Reinforce how having a Constitutional amendment is more powerful and enduring than having a law and how the Executive and Judicial branches are charged with upholding the Constitution of the United States.



TEACHING TIP

Be sure to preserve student responses from this Putting It Together discussion so that you can add to the "challenge" column in Lesson 15.



TEACHING TIP

Because the 13th, 14th, and 15th Amendments feature prominently in this cluster and Cluster 4, we recommend printing and displaying the 13th, 14th, and 15th Amendment stations from the <u>Reconstruction Stations</u> (from Lesson 10) in the classroom for student reference for the remainder of the unit.

Check-In

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Using **Slide 3**, introduce the question,
Which action to expand and protect the civil
rights of African Americans after the Civil
War do you think was most important?

End the class by having students participate in a "choose your spot" activity. If the Reconstruction Stations are hung around the room, ask students to move to the action they think was most important for expanding and protecting the civil rights of African Americans after the Civil War. Another option is to have the students gather in groups to show their chosen action using the layout of **Slide 3** as a map. After students make their choices, give the groups a few minutes to confer, and then ask a representative from each group to share their viewpoint with the class.

LESSON 12

Economic Freedom and the Realities of Sharecropping



Learning Objective

Research and analyze the topic of sharecropping by annotating a text and narrative to describe how it limited African American economic opportunity.



Language Objective

Describe how and why sharecropping limited economic opportunity for African Americans by participating in partner and whole-class discussions and/or writing responses on a graphic organizer.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: To help students understand the details of sharecropping in the first text, you may opt instead to show a video clip or create a diagram/manipulative that models the arrangement. If you have many students of this level in your class, opt for the "Very Limited Time" version of the lesson with one text only. Read the text aloud with expression/emphasis to help students comprehend the dialect.

Levels 4-5: Opt for the "Limited Time" version of the lesson. To ensure comprehension, ask students basic comprehension questions ("Who is the planter?" "Who is the sharecropper?") to help them paraphrase the text or illustrate the events that occur in it before moving on to the questions.

Lesson Context

In Lesson 11, students discussed how civil rights for African Americans were expanded and protected during the Reconstruction era. In Lesson 11, students begin to study how African American civil rights were challenged by a lack of economic freedom created by the sharecropping system. The lesson begins with a prediction exercise in which students

MATERIALS

- Lesson 12 Slide Deck
- Classroom Timeline
 - <u>Events</u>
- Reconstruction Ends
 Activator

read about the end of Reconstruction and predict whether this development will extend, protect, or challenge African American civil rights. (PS 1, RI.5). Afterward, students are introduced to the system of sharecropping through a whole class read-aloud, in which students practice their annotating skills. After developing this foundational understanding of sharecropping and how it limited opportunities and rights for African Americans, students engage with narratives of sharecropper experiences excerpted from Isabel Wilkerson's book The Warmth of Other Suns (PS 7). The lesson provides three options for engaging with these narratives, depending on the time available. In each case, students can recognize that even after slavery ended, African Americans continued to practice agency in the face of exploitation and oppression to advocate for their rights (PS 3). In Lesson 13, students will continue to learn about challenges to African American civil

rights by studying the 1896 "separate but equal" decision

<u>Snarecropping</u>
<u>Narratives</u>
Sharecropping
Narratives Questions
<u>Sheet</u>
Sharecropping (Teacher
<u>Version)</u>

VOCABULARY

exploit

sharecropper

sharecropping

Lesson Standards

made by the Supreme Court.

5.T5.7: Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.

PS 1: Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States

PS 3: Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.

PS 7: Research and analyze the work of civil rights activists to communicate the steps and actions they took in pursuit of their goal.

RI.5.5: Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.



O: ADVANCE PREPARATION

Before beginning the lesson, decide which version you have time to complete. If you need to do the shorter version, select one of the sharecropper narratives from the <u>Sharecropping Narratives</u> handout and distribute that sharecropper narrative to every student. If you have more time or would like to expand this lesson into a Literacy Block, print out an equal number of copies of the three different narratives that are in the <u>Sharecropping Narratives</u> handout. See the options under the "Sharecropping Narrative" section below. The John Starling narrative is the longest of the three profiles and should be assigned to stronger readers. The Budross reading is the shortest.



TEACHING TIP

This lesson introduces a timeline that will be used and added to for the rest of the cluster. It may be helpful to post a larger version of the timeline in your classroom for student reference in Lessons 12-15. The <u>Classroom Timeline Events</u> provides printable large-format versions of the dates and events included in this lesson.

Making Evidence-Based Predictions: The End of Reconstruction (10 minutes)

Provide each student with a <u>Reconstruction Ends Activator</u>. Project **Slide 2** and ask students to work with a partner to read the Reconstruction Ends text and answer the question,

Do you think that the end of Reconstruction is likely to extend, protect, or challenge African American civil rights? Why?

Give students a few minutes to read and respond, and then project **Slide 4** and invite them to share their responses. Students should be able to recognize that African American civil rights will likely be challenged in the South without the support and oversight of the federal government, especially since the Southern states fought a war to protect their right to own African Americans as property.



If you'd like to do a whole class read of *Reconstruction Ends*, you can project the text using **Slide 3**.



TEACHING TIP

Although the Civil War was able to end slavery and pass the 14th and 15th Amendments, which expanded civil rights to African Americans, racist attitudes and beliefs towards African Americans endured. Many White people resented the federal government's assistance for African Americans through the Freedmen's Bureau. Most White people, especially in the South, did not want to welcome African Americans into society as equals. Southern states resented the federal government's military presence after the war ended. After Abraham Lincoln was assassinated and Andrew Johnson, a former enslaver, became president, the federal government was less interested in protecting African American civil rights. As a result, the goals of the Republican Party shifted. To learn more, see The Freedmen's Bureau from the National Archives, Compromise of 1877 at History.com, and The Ending of Reconstruction by Digital History.

¥ Sharecropping (20 minutes)



TEACHING TIP

It is important for students to understand that the sharecropping system existed before the Civil War and that there were many poor White sharecroppers in the South. In fact, about % of sharecroppers were White. White sharecroppers were also exploited. However, they benefited from the ideas of White supremacy. African Americans became part of the sharecropping system after the end of slavery. For more information, see the article Sharecropping at the Slavery By Another Name collection by PBS.

▼ SUPPORT ALL STUDENTS

If you prefer to share this information or supplement this in video format, you can show the brief video <u>Sharecropping in the Post-Civil War South</u> from NBC News Learn. It is linked on **Slide 7** as well.

Explain that without the federal government watching the South to ensure that African American civil rights were being protected, opportunities for formerly enslaved people were challenged. Share that one way this happened was through a system called **sharecropping**. Project **Slide 5** and review the definition of the word with students.

Next, provide each student with a copy of one sharecropper narrative reading from the <u>Sharecropping Narratives</u> document. Also, give each student a <u>Sharecropping</u>. <u>Narratives Questions Sheet</u>. Project **Slide 6** to review the annotating instructions for students.

Use **Slide 7-Slide 10** to do a whole-class read of the "What Was Sharecropping?" reading from the <u>Sharecropping</u>. <u>Narratives</u> handout with students, having them use the annotation system to identify evidence to answer the 2 questions on their <u>Sharecropping Narratives</u> handout.

Once you have completed the reading, debrief Question 1 and Question 2 from the <u>Sharecropping Narratives</u> handout as a whole class using <u>Sharecropping (Teacher Version)</u> as a guide.

Sharecropper Narratives

In this part of the lesson, students engage with the personal narratives of sharecroppers excerpted from Isabel Wilkerson's groundbreaking work *The Warmth of Other Suns: The Epic Story of America's Great Migration*. Depending on the amount of time you have left in class, choose one of the options below. *Sharecropping (Teacher Version)* can be used to debrief any of the three options.

1. Very Limited Time

Choose <u>one</u> of the narratives and read it aloud for students. Debrief their findings and then lead a whole-class discussion of the question that appears on **Slide 11** and the bottom of the <u>Sharecropping Narratives Questions Sheet</u>.

2. Limited Time

Choose <u>one</u> of the narratives and have students read it together in pairs. As they read, ask them to listen for and underline evidence for Questions 3 and 4. Debrief by leading a whole-class discussion of the question on **Slide 11** and at the bottom of the <u>Sharecropping Narratives Questions</u> Sheet.



TEACHING TIP

Another problematic development that challenged the civil rights of African Americans after the Civil War was the convict leasing system. To learn more about this practice and its connection to the 13th Amendment and the rebuilding of the South, see Convict Leasing by the Equal Justice Initiative and the article Convict Leasing in the Slavery By Another Name collection by PBS.



SUPPORT ALL STUDENTS

A more kinesthetic version of Option 3 ("More Time or Extension into Literacy Block") could be created by having students work in pairs to read about one sharecropper and then providing students time to seek out pairs who read the other two narratives for conversation in a "mixer" type format.

3. More Time or Extension into Literacy Block

Provide each student with one of the three narratives so that there are an equal number of students reading about John Starling, Budross, and Jack Fowler. Have students complete the reading independently or in pairs to identify information to answer Questions 3 and 4. Then have students work in groups of three to share the experiences of their sharecroppers and think about ways in which they were similar and different. They should also share insights into the question on Slide 11 and at the bottom of the Sharecropping Narratives Ouestions Sheet.

As students share their findings, circulate to check their understanding.



TEACHING TIP

In discussing each narrative, emphasize the agency each man showed in the face of discrimination.

Sharecropping (Teacher Version)

Question 1: Why did formerly enslaved African Americans become part of the sharecropping system?

The system began because formerly enslaved African Americans did not have access to land or jobs after slavery ended. White planters developed the system of sharecropping to replace the labor they lost when slavery was abolished.

Question 2: How did White planters exploit Black sharecroppers?

White planters kept Black sharecroppers in debt on purpose so that they could not leave. They cheated them out of their earnings and overcharged them for supplies. This kept African Americans from being independent.

Sharecropper	How did the White planter exploit (John Starling, Budross, or Jack Fowler)?	How did (John Starling, Budross, or Jack Fowler) resist the unfair treatment he received from the White planter?
John Starling	Always "broke even." Starling could technically leave in that situation but he would not have had a place to live and would still need a job.	Starling hid the bale of cotton. Even though he had to give it back it was his way of letting the White planter know that he knew he was being cheated.
Budross	The White planter cheated Budross's relative out of her earnings. When Budross challenged him he was beaten up.	Budross learned how to read. He spoke up. He left.
Jack Fowler	He charged Fowler for supplies he didn't even use to keep him tied to the land.	Fowler spoke up. He left and moved to the North.

What does the system of sharecropping tell you about how and why the struggle for civil rights continued after Reconstruction ended?

Answers will vary.

LESSON 13

The Era of Jim Crow: Is Separate Actually Equal?



Learning Objective

Analyze primary and secondary sources about education in the Jim Crow era to determine if separate schools were equal.



Language Objective

Analyze primary and secondary sources about education in the Jim Crow era to argue in writing whether the federal government protected the civil rights of African Americans.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Provide the option for students to demonstrate their argument about "separate but equal" in other ways for their report card by acting it out, drawing a storyboard (using a template from the Facing History and Ourselves webpage <u>Storyboard Template</u>), or using the support of a simple sentence frame.

Levels 4-5: Provide a complex sentence frame for the report card.

Lesson Context

In Lesson 12, students learned how the sharecropping system limited economic opportunities and civil rights for African Americans. This lesson continues to look at challenges to the advances made during the era of Reconstruction by focusing on the effects of the 1896 "separate but equal" decision. Students begin with a timeline activity where they review key vocabulary. After this context-setting activity, students review the term "White supremacy" and consider the legislative impact of the "separate but equal" decision by analyzing Jim Crow laws from the South. In the second half of the lesson, students analyze primary and secondary sources about education during the Jim Crow era. Here they work to answer the question, Was separate actually equal? (PS 3, RI.9). The

MATERIALS

- Lesson 13 Slide Deck
- Jim Crow Timeline
 Activator
 - ACTIVATOR
- Classroom Timeline
 Events
- Teacher Salaries in Virginia
- ☐ Monroe County Schools
- Separate but Equal
 Graphic Organizer and
 Report Card

Lesson 13: The Era of Jim Crow: Is Separate Actually Equal?

Cluster 3: Progress and Backlash after the Civil War

lesson ends with a report card activity in which students decide if the federal government "passed" or "failed" in its "assignment" to protect the civil rights of African Americans (W.1). Throughout the lesson, students build civic understandings about the role and responsibilities of the legislative, judicial, and executive branches of government (PS 1).

This lesson provides an extension activity that could be taught in a Literacy Block. Here, students consider the work of Carter G. Woodson and a Louisiana teacher named Tessie McGee, who worked to educate Black children about the true history of their people. In doing so, students recognize the activism and agency that African Americans continued to exercise in the face of continued discrimination and inequality.

Separate but Equal
<u>Graphic Organizer and</u>
Report Card (Teacher
<u>Version)</u>

Carter G. Woodson and Tessie McGee

VOCABULARY

discriminate

Jim Crow

segregate

White supremacy

Lesson Standards

5.T5.7: Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Timeline Activity (5 minutes)



TEACHING TIP

It will be helpful to explain to students that Jim Crow was not a real person. Instead, Jim Crow was a character in a racist musical show. The musical performance was disrespectful to African Americans. For more information, see Who Was Jim Crow? from Ferris State University.

Provide each student with a <u>Jim Crow Timeline Activator</u>.

Project **Slide 2**, and review the definition of the word **discriminate**. Then move to **Slide 3** and explain that when Reconstruction ended and the federal government left the South, Southern states passed laws that discriminated

against African Americans, who then asked the Supreme Court to stop these laws.

Then move to **Slide 4** and review the definition of **segregation** before explaining the Supreme Court decision to allow "separate but equal" in 1896. Move to **Slide 5**, which displays the timeline, and explain that the period from 1896, when the Supreme Court said that segregation was legal, until 1965, the beginning of the modern Civil Rights era, is known as the Jim Crow era. At this point, if you are keeping a class timeline, have a student add the <u>Classroom Timeline</u> Events to it.



Expanding the lesson into a Literacy Block will give students additional time to complete their report cards and provide you the opportunity to teach about Carter Woodson and Tessie McGee.

Jim Crow Legislation: Analyzing Laws Made by Elected Representatives (10)

minutes)



In order to help students make civic connections, pause here to help students understand that these laws were made by representatives who were elected to serve the interests of their people.

Project **Slide 6** and teach students the term **White supremacy.** Then project **Slide 7** and ask students to look at some of the Jim Crow laws passed in the South. The laws appear in their <u>Jim Crow Timeline Activator</u>. Ask them to answer these questions:

What do you notice about these laws?

Why do you think they were passed?

How do they make you feel?

Invite students to share back their responses, making space for students to share their feelings and thoughts about these laws, which may include anger, dismay, or sadness.

▶ Was Separate Actually Equal?: Analyzing Primary and Secondary Source

(15 minutes)

Explain to students that they will hold the federal government accountable by checking to see if separate actually was equal using the example of education during the Jim Crow era.

Organize students into groups of four and distribute copies of the <u>Teacher Salaries in Virginia</u> and the <u>Monroe County</u> <u>Schools</u> documents to each group. Provide each student with a copy of the <u>Separate but Equal Graphic Organizer and Report Card</u>.

Ask two students in each group to look at the salary table in <u>Teacher Salaries in Virginia</u> and two students to look at the images and text about Monroe County schools in <u>Monroe County Schools</u>. Then debrief their findings as a class. You can use the <u>Separate but Equal Graphic Organizer and Report Card (Teacher Version)</u> to guide the discussion.



Be sure to draw out the fact that the inequality of schools was the result of unequal resources, not because Black students didn't have "access" to White students. The White schools were not better because they had White students; they were better because they had better facilities and resources. Also, be sure to emphasize that White and male teachers were not paid more because they were smarter or better teachers but because they were White and male—in other words, because of racism and sexism.



Check-In

With about 5 minutes left in the class, ask students to look at their <u>Separate but Equal</u> <u>Graphic Organizer and Report Card</u> and find

the School of Civil Rights Report Card. Ask students to decide if the federal government passed or failed its "assignment" to protect the civil rights of African Americans.

End the class by having students fill out the School of Civil Rights Report Card on their <u>Separate but Equal Graphic Organizer and Report Card</u>.

LITERACY BLOCK or OPTIONAL LESSON

African American Activism: Carter G. Woodson and Tessie McGee

Provide each student with a copy of <u>Carter G. Woodson and Tessie McGee</u>.

Explain to students that since "separate but equal" was protected by the law, even though the separate schools were far from equal, constitutionally, there wasn't much African Americans could do about the resources or facilities for educating their students. However, African Americans were very invested in becoming educated. Education had been denied to them when they were enslaved, and they knew it was key to their success and freedom in the future.

Carter G. Woodson worked to improve education for African Americans during the Jim Crow era. Project **Slide 9** to show students the image of Carter Woodson. Explain that you are going to play a short biographical video for them, <u>Hidden History Highlights: Carter G. Woodson</u> by New River Gorge National Park and Reserve, and that they should work to identify one "AH," one "HA," and one "AHA" about Carter Woodson's work. Show the video and have students share their responses with partners and the whole class.

Then share the story of Tessie McGee with students. It is unnecessary to read the text on **Slide 10** and **Slide 11** to students verbatim. (The text also appears in the second part of their <u>Carter G. Woodson and Tessie McGee</u> handout.) Instead, you could project **Slide 12** or **Slide 13** and tell her story in your own words, perhaps acting out how she may have hidden Woodson's book while secretly teaching her students African American history.

End the activity by asking students to come up with a question they would like to ask Carter Woodson and a question they would like to ask Tessie McGee. Have students share their questions popcorn-style or have them mingle to share their questions with their classmates.



The activism of Carter G. Woodson and of Tessie McGee are excellent and culturally affirming examples of the ways the struggle for African American civil rights continued during the era of Jim Crow. It is strongly recommended that you make the time to share both of their stories with students.

Separate but Equal Graphic Organizer and Report Card (Teacher Version)

Element of Education	Is what you see separate? Why or why not?	Is what you see equal? Why or why not?
Teacher Salaries in Virginia, 1905–1917	 Yes. There are different salaries for White men, White women, Black men, and Black women. 	 No. They are all teachers but they are not paid the same. White men are paid the most. Black women are paid the least. White women are paid more than Black men.
Monroe County, Louisiana, High Schools	 Yes. White students and Black Students attend separate high schools. 	 No. The White high school is much bigger and nicer than the Black high school. The Black students have to use the books that were thrown away by the White school. The Black students don't get their supplies and furniture replaced after the fire. The White high school cost 6x as much to build as the Black school.

Note: In discussing these sources with students, be sure to draw out the fact that the inequality of the schools was the result of unequal resources, not because Black students didn't have "access" to White students. The White schools were not better because they had White students; they were better because they had better facilities and resources. Also, be sure to emphasize that White and male teachers were not paid more because they were smarter or better teachers, but because they were White and male—in other words, because of racism and sexism.

School of Civil Rights Report Card

Student Name: Federal Government of the United States

Teacher - Use evidence from the documents you examined in class to decide whether the federal government passed or failed its civil right test. Circle their grade and add one comment explaining your choice.

Pass	Fail
	× X X
The federal government has done its job!	The federal government has failed!
During Jim Crow, African Americans have equal rights and equal protection under the law in the schools of Louisiana and Virginia.	During Jim Crow, African Americans are discriminated against in the schools of Louisiana and Virginia because they are African American.
Separate is equal.	Separate is NOT equal!
Teacher comment: What did the federal government do well?	Teacher comment: What should the federal government do to improve?
Answers will vary.	Answers will vary. Possible answers: • They should make sure that Black schools and White schools are equally funded. • They should not allow separate schools or
	 other places because they are not equal. They should tell the states that they can't segregate people because of the color of their skin because that isn't equal.

Image credits: Premium by dDara from <u>Prize Ribbon</u> (CC BY 3.0); Fail by Justicon from <u>Fail</u> (CC BY 3.0)

LESSON 14

The Support and Unity of the Black Community in the Jim Crow South



Learning Objective

Demonstrate civic knowledge through a discussion of how the Black community organized and united to endure the terrorist tactics of the Ku Klux Klan.



Language Objective

In partners and whole-class discussion, recount actions of the Ku Klux Klan and the Black community in the Jim Crow era.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Turn and Talk is used throughout this lesson. Pair students thoughtfully for the Turn and Talk and give extra thinking time or wait time before they talk. You may add in simple yes-no questions or questions with one-word answers for students to respond to before the bigger questions. This may help include students at the lowest proficiency levels. For example, start with the question, "What are two things you see in this image?".

Levels 4-5: Students may not offer up answers as quickly to the whole group. Use a protocol or structured strategy to call on different groups to ensure fair opportunities for participation.

Lesson Context

In Lesson 13, students learned about the "separate but equal" ruling of the Supreme Court and how it infringed upon African American civil rights. A Literacy Block extension allowed students to witness the agency of people like Carter Woodson and Tessie McGee, who advocated for their people in the face of racism and discrimination. In this lesson, students learn about the Ku Klux Klan, a White supremacist hate group that emerged after the Civil War. They also witness how the Black community supported its people

MATERIALS

- Lesson 14 Slide Deck
- Classroom Timeline
 Event

VOCABULARY

Ku Klux Klan (KKK) terrorist during the particularly difficult era of Jim Crow, when the federal government abandoned its responsibilities regarding African American citizens. The lesson uses a discussion-based format, supplemented by text, timelines, and images, to give students time to process, ask questions, and share their feelings (PS 1, RI.5, RI.9). In Lesson 15, students will learn about the NAACP and its efforts to take action to protect African American civil rights.

Lesson Standards

5.T5.7: Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.

PS 1: Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.



ADVANCE PREPARATION

Before class, print enough copies of **Slide 14-Slide 17** so that students can look at one of the 4 slides as a hardcopy with a partner. Also, print out the <u>Classroom Timeline Event</u> for the timeline display.

Note: This lesson introduces students to the difficult topic of the Ku Klux Klan. The topic is introduced in an age-appropriate way and is framed by information that highlights the support and unity of the Black community during the Jim Crow era.

 Before teaching this lesson, review the slide show and read the teaching notes below the slides. Also, consider the needs of students in your class who may have particular difficulty with this topic. As you teach the lesson, be sure to provide students time to process, discuss, and ask questions. It would be wise to leave time to extend this lesson if possible to provide ample time for the SEL needs of students.

► Interactive Read-Aloud: The Black Community in the Jim Crow South (30)

minutes)

Gather students in a circle for an interactive read-aloud. If it isn't possible to project the text in a place where students can see it from a seated position, you can print out the lesson slide deck and read the slides like a book.

Cluster 3: Progress and Backlash after the Civil War

Project **Slide 2** and read the quote from Yemi Touré, who was a journalist, editor, and activist born in South Carolina. Hit Return and ask students to turn and talk to their neighbor about the following question:

What was life like for African Americans in the Jim Crow South?

Call on a few students to share their responses, which could include responses such as the following:

• unfair, racist, segregated, scary, hard

Project **Slide 3** and read the rest of the quote. Hit Return and ask students to turn and talk to their neighbor about the following question:

What do you think life was like in the Black community?

Call on a few students to share their responses, which could include responses such as the following:

• safe, nice, fair, inclusive, or welcoming.

Move to **Slide 4** and explain that in today's lesson, they will learn about some sad history from our nation's past, when some Americans treated African Americans horribly and the federal government failed to protect their rights. And they will also learn more hopeful history about how African Americans supported one another during these very difficult years. Share that you'll do this work together with plenty of time for discussion and asking questions.

Project **Slide 5** and read the text out loud. Hit Return to display the definition of **terrorist** and then Return once more to display the definition of "White supremacy," reading both out loud for students. Students were introduced to White supremacy in Lesson 13. Then, introduce them to the term **Ku Klux Klan (KKK)**. Pause for a moment to give students a chance to look at the image.

TEACHING TIP

Students may connect the word "terrorist" to international terrorist groups, such as ISIS. If they do, you can indicate that, unfortunately, terrorism happens around the world, as well as in the United States.



Several slides have teaching notes to help guide student discussion and answer questions that might arise in the course of the lesson. The notes are included below and in the slidedeck in the Notes section of the relevant slide.

If you are keeping a classroom timeline on the wall, add to it using the <u>Classroom Timeline Event</u>.

Project **Slide 6** and direct student attention to the timeline, allowing them to see that the Ku Klux Klan (KKK) started at the same time that civil rights were being expanded to African Americans.

Hit Return and ask students to turn and talk to their neighbor about the following question:

Why would a terrorist group that supported White supremacy begin in the South after the Civil War?

Call on a few students to share their responses, which could include ideas such as the following:

- They didn't want African Americans to have rights.
- They were mad they lost the Civil War.
- They were mad that slavery ended.
- They didn't want Black people to have a say in government.

Project **Slide 7** and read the text out loud. Hit Return and ask students to turn and talk to their neighbor about the following question:

Why would the KKK use fear and violence to promote White supremacy?

Call on a few students to share their responses.

Project **Slide 8** and read the text out loud. Hit Return and ask students to turn and talk to their neighbor about the following question:

Why would the KKK want to stop Black men from voting and running for office?

Call on a few students to share their responses.

Project **Slide 9** and read the text out loud, using the timeline to help students understand the chronology of events. Here you can note that by passing the anti-KKK law the federal government is fulfilling its responsibility to protect the civil rights of African Americans.



Students will likely have questions about the hoods and robes worn by the Klansmen. You can share that the hoods and robes were chosen to hide their identities, partly because the acts of terrorism they committed were against the law. After the Civil War, the hoods and robes were also intended to make Klansmen look like ghosts from the Confederate states who had come to haunt formerly enslaved African Americans.



Students may ask what "Ku Klux Klan" means. You can tell them that it is a made-up term that the founders of the hate group created. It doesn't have a particular meaning outside of this context.



MAKE CONNECTIONS

You might pause during each amendment and ask students to recall which rights were extended by each amendment–slavery, citizenship and equal protection, voting for Black men.

Project **Slide 10** and read the text out loud, using the timeline to help students understand the chronology of events.



TEACHING TIP

Students may inquire why the federal government stopped actively working to protect African American civil rights after 1877. You can remind them of the information shared in Lesson 10 by explaining that although the Civil War ended slavery and led to the passage of the 14th and 15th Amendments, racist attitudes and beliefs towards African Americans endured. Many White people resented the federal government's assistance to African Americans through the Freedmen's Bureau and did not want to welcome African Americans into society as equals. Southern states resented the federal government's military presence after the war ended. After Abraham Lincoln was assassinated and Andrew Johnson, a former enslaver, became president, the federal government was less interested in protecting African American civil rights. As a result, the goals of the Republican Party shifted.

Project **Slide 11** and read the text out loud to introduce students to the Great Migration. This helps students to understand that racism and discrimination were not limited to the Jim Crow South and provides context for the events that shaped the 20th-century Civil Rights Movement, which will be explored in later lessons.

Project **Slide 12** and read the text out loud. Explain to students that you are going to provide them with images of the support and unity of the African American community in the Jim Crow South. Move to **Slide 13** and share that you'd like them to look at their image and think about this question:

What does this image tell you about how African Americans relied on the **support, organization, and communication** within their community during the difficult years when the Ku Klux Klan had power? Distribute a printout of one of the slides from **Slide 14-Slide 17** to each pair of students, with each pair having one of the four slides, and ask them to examine it with the projected question in mind.

Project **Slide 14** and ask the students with these images to share their thoughts and observations. Student responses may include the following:

 They worshiped together, they sang together, they gathered together at church, their belief in the Chirstian god gave them hope, they formed a community of people who helped one another.

Project **Slide 15** and ask the students with these images to share their thoughts and observations. Student responses may include the following:

 Newspapers allowed African Americans to share the news, to stay updated on what was happening in other communities and parts of the country, to speak out against White supremacy and organize in other ways.

Project **Slide 16** and ask the students with these images to share their thoughts and observations. Student responses may include:

- Education was important to formerly enslaved African Americans, who had been denied this right before the Civil War.
- Becoming educated was an important way for African Americans to have more choices and opportunities.
- Going to college with other Black students created a community where they could support each other.
- Black educators supported their students and did not discriminate against their Black students.
- The men who went to Howard Law School would be prepared to use the law to protect the rights of African Americans.
- If you did the Literacy Block extension after Lesson 13, students might make connections to Carter Woodson and Tessie McGee.

Project **Slide 17** and ask the students with these images to share their thoughts and observations. Student responses may include the following:



If student prompts are cursory, probe a bit to help students understand that as a result of the 13th, 14th, and 15th Amendments, African Americans had rights that were protected by the government. The intention of the KKK was to steal African American civil rights and make them afraid to exercise them or ask the government for help in protecting them.

• Their families loved them, protected them, and supported them; they enjoyed each other's companionship; they laughed together.

Project **Slide 18** and read the text to students. Pause to allow them to use the timeline to access the 100-year period the KKK was active. Then hit Return three times to reveal the images of people protesting against the KKK in recent years.



TEACHING TIP

Students may want to know why the KKK is allowed to exist. You can explain that its ideas, although abhorrent, are protected by the First Amendment. KKK members have freedom of speech. However, they do not have the right to harm, intimidate, or harass people, and are held accountable under the law when they do. To hold a parade or rally, they need a permit, like any other group that wants to do so. Today when the KKK appears in public, many protesters show up to oppose their hateful viewpoints.

Project **Slide 19** and read the text to students. Hit Return two times to show the images of people protesting against the KKK.

Project **Slide 20** and read the last part of Yemi Touré's quote to students.



TEACHING TIP

The right to live with, love, and enjoy the company of one's family was particularly dear for formerly enslaved African Americans and their descendants, as families had often been separated by slavery.

End the lesson by projecting **Slide 21** and asking students to stop and reflect:

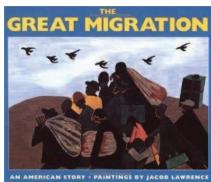
What is something that you learned in today's lesson that made you mad, sad, or glad?

When students are ready to respond, go around in a circle, having students share their thoughts until all students have had a chance to share.

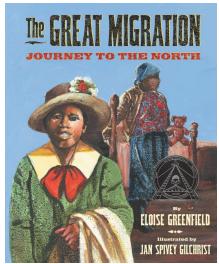
Other options: Allow students to share their reflection popcorn-style until all children who want to contribute

have had a chance, or allow students to share their reflection with their neighbors.

► Optional Literacy Block: Interactive Read-Aloud: The Black Community in the Jim Crow South (30 minutes)



The Great Migration



<u>The Great Migration: Journey to the North</u>

The violence, discrimination, and lack of economic opportunities African Americans experienced in the Jim Crow South motivated what became known as The Great Migration. From roughly the 1910s to the 1970s, approximately six million Black people moved from the American South to Northern, Midwestern, and Western states in search of a better life. A whole-class read of one of the following can familiarize students with the Great Migration:

<u>The Great Migration</u>, written and illustrated by Eloise Greenfield

The Great Migration: Journey to the North by Eloise Greenfield, illustrated by Jan Spivey Gilchrist

Reading and discussing one of these books with students provides the opportunity for a conversation with students about the fact that segregation and discrimination were national problems and not limited to the South. The article The Jim Crow North from Scholastic's *Upfront* magazine provides background information about discrimination that African Americans encountered in the North.

LESSON 15

The NAACP: Organizing for Black Resistance



Learning Objective

Organize information from several sources to explain how and why the NAACP took action in the movement for African American civil rights during the Jim Crow era.



Language Objective

Classify four actions the NAACP took in the movement for African American civil rights and discuss their reasoning using language of justification ("because," "reason," "therefore").



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students can use the images on the cards and a simple sentence frame to justify their classifications ("I think this card shows ____ because I see ____."). Review the 4 types of advocacy in further detail with students at this level before starting the activity.

Levels 4-5: Students use more sophisticated language of justification to explain their reasoning ("This card mentions ____; therefore I think it's an example of ____.").

Lesson Context

In Lesson 14, students learned about the Ku Klux Klan, a terrorist organization that worked to limit civil rights for African Americans after the Civil War. Lesson 15 introduces students to an organization founded to protect African American civil rights, the National Organization for the Advancement of Colored People (NAACP). Students start by dissecting and analyzing the organization's title to understand its mission and historical context. They then work with the movement graphic organizer introduced in Cluster 1 to analyze a set of four cards describing actions that the NAACP took during the Jim Crow era by deciding which type of activism they represent (PS 3, PS 7, RI.9). In doing so,

MATERIALS

- Lesson 15 Slide Deck
- The NAACP Movement
- <u>The NAACP Movement</u>
 <u>(Teacher Version)</u>
- NAACP Putting It
 Together Discussion
 (Teacher Guidance)
- NAACP Sorting Cards
- Lesson 15 Exit Ticket
- Classroom Timeline
 Event

Lesson 15: The NAACP: Organizing for Black Resistance

Cluster 3: Progress and Backlash after the Civil War

students become familiar with the work of the NAACP, which was pivotal in organizing and inspiring the activism of the 20th-century African American Civil Rights Movement, which they will study in Cluster 4. In the second part of the lesson, students return to the cluster's Supporting Question—How were African American civil rights expanded, protected, and challenged after the Civil War?—and build upon the Putting It Together conversation they had in Lesson 11. There is an optional *Exit Ticket* at the end of the lesson that gives students the opportunity to answer the question in writing.

VOCABULARY

NAACP (National
Association for the
Advancement of Colored
People)

Lesson Standards

- **5.T5.8:** Research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.
- **PS 1:** Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States
- **PS 3:** Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.
- **PS 7:** Research and analyze the work of civil rights activists to communicate the steps and actions they took in pursuit of their goal.
- **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.
- W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.



ADVANCE PREPARATION

Before the lesson, print out enough sets of the <u>NAACP Sorting Cards</u> so that each group of four has its own for the NAACP activity.

This lesson ends with an optional <u>Exit Ticket</u> where students write a response to the Supporting Question. To have time for this, be sure to keep momentum in the first half of the lesson so that students have time to complete this exercise thoughtfully. You could also extend the <u>Exit Ticket</u> portion of the lesson into a Literacy Block.

Post the chart paper of student responses from the Putting (Some of It) Together conversation for student reference, or, if you captured their responses digitally, add them to your slides.

↑ The NAACP: Identifying Mission and Action (15 minutes)

Organize students into groups of four. Project **Slide 2** to show the timeline or direct student attention to the timeline you are keeping on the wall. Remind students that in the last class, they learned about the Ku Klux Klan, a terrorist group that was organized to deny African American civil rights as well as the importance of the unity and support of the Black community in dealing with this oppression and violence. Explain that in addition to relying on the church, education, family, and newspapers to share information during this difficult period, African Americans formed their own organizations to expand and protect their rights. Hit Return on the slide to add the date 1909 and the "NAACP established" marker. If you are keeping a class timeline on the wall, you can print *Classroom Timeline Event*.

Distribute the <u>The NAACP Movement</u> handout. Project **Slide 3** and explain that in today's class, they are going to learn about the "National Association for the Advancement of Colored People" or NAACP for short (usually read as "N double-A CP"). They'll start by breaking down the organization's name in order to analyze its purpose.

Next, move to **Slide 4** to show the image of their <u>The NAACP</u> <u>Movement</u> handout. Depending on the amount of time that you have, you could ask students to work through the definitions and questions in their groups and then debrief as a class, or you could complete the graphic organizer as a whole-class activity. You can use this <u>The NAACP Movement</u> (<u>Teacher Version</u>) to guide the conversation.

Project **Slide 5** and ask students to turn over their <u>The NAACP Movement</u> handout to see the movement graphic organizer they worked with in Cluster 1. Read or ask a student to read the sentence, "The NAACP was and is an important part of the movement to promote, protect and expand African American civil rights."

Provide each group with a set of <u>NAACP Sorting Cards</u> and explain that you'd like them to read each one and use the movement graphic organizer to decide which category of activism it fits into: advocate, build awareness, take legal action, or protest. Students should arrange the sorting cards



Other Black associations and civil rights organizations were birthed after Reconstruction including the National Association of Colored Women's Club, formed two or so months after the Supreme Court handed down the *Plessy v. Ferguson* decision in July 1896, which you can learn about at the Encyclopedia Britannica article National Association of Colored Women's Clubs. The National Association for the Advancement of Colored People was immediately preceded by the Niagara Movement, which you can learn about at the Oberlin College Archives webpage **The** Niagara Movement.

on their desks to mimic the layout of the Movement Graphic Organizer.

Give students about 5 minutes to complete this task and then debrief their findings in a whole-class discussion, prompting students to support their placement of the cards with evidence. To debrief, use **Slide 6-Slide 9** with the animate feature, or use **Slide 10** and drag each sorting card image into the appropriate category.

Wrap up the activity by explaining that the NAACP will play an important role in organizing the 20th-century African American Civil Rights Movement that they will study soon.



Putting it Together (15 minutes)

Project **Slide 11** of the Supporting Question:



How were civil rights for African Americans expanded, protected, and challenged after the Civil War?

Make student responses from the Putting (Some of It) Together Discussion in Lesson 11 available to students by reposting the chart paper you used to record their discussion in Lesson 11 or projecting the slide where you captured their responses.

Begin by giving them a few minutes to review their initial responses. Tell them they'll add to the expanded and protected columns later in the discussion, but first, you'd like them to think about the "challenged" part of the question. Hit Return to circle "challenged" on the table. Then ask students:

What did we learn about how African American civil rights were challenged after the Civil War?

Invite students to share their responses, recording them on the board or chart paper as they do so.

Then return to the expanded and protected part of the question, asking,

What more did we learn about how African American civil rights were expanded and protected after the Civil War?



TEACHING TIP

It will be helpful to refer to the class timeline that was started in Lesson 11 as students discuss the Supporting Question.

Invite students to share their responses, recording them on the board or chart paper as you do. You can use the <u>NAACP</u> <u>Putting It Together Discussion (Teacher Guidance)</u> to guide the discussion.

Exit Ticket: OptionalIf time allows, or you'd like to

If time allows, or you'd like to expand this lesson into a Literacy Block, give students the opportunity to write a response to the

supporting question on the <u>Exit Ticket</u>. Prompt them to use the checklist at the bottom to ensure that they have explained both "why" and "how."

Collect the <u>Exit Ticket</u> as a formative assessment.

Optional Literacy Block: Ida B. Wells: Let the Truth Be Told by Walter Dean Myers



TEACHING TIP

In the read-aloud of *Ida B. Wells: Let the Truth Be Told*, <u>Ida B. Wells: Let the Truth Be Told</u> (<u>Literally Cultured Read Aloud</u>) by Literally Cultured on YouTube, there is a visual of a noose at 07:27 and a mention of lynching at 07:27 and 08:05.

Black women would not receive the right to vote in the United States until 1920, when the 19th Amendment to the U.S. Constitution was ratified. The story of the suffrage movement connects the activists and activism demonstrated in Unit 5.4 by Black people as they struggled to secure and protect their civil rights.

Ida B. Wells was a co-founder of the NAACP and an important activist of the Jim Crow era. To connect the expansion of voting rights to women and the struggles for Black civil rights, read the book <u>Ida B. Wells: Let the Truth Be Told</u> by Walter Dean Myers and illustrated by Bonnie Christensen to the class. (Alternatively, view the read-aloud version of the book, the video <u>Ida B. Wells: Let the Truth Be Told (Literally Cultured Read Aloud)</u> by Literally Cultured.) As part of the reading, have students look for answers to the four questions below. This will help them engage with the narrative and prepare for the tasks they'll complete during the Unit 4 Summative Assessment:

What motivated Ida B. Wells?

Cluster 3: Progress and Backlash after the Civil War

- Why did Ida B. Wells want women to have the right to vote?
- What methods did Wells use in her activism?
- What other people and organizations did Wells work with and why?

The NAACP Movement (Teacher Version)

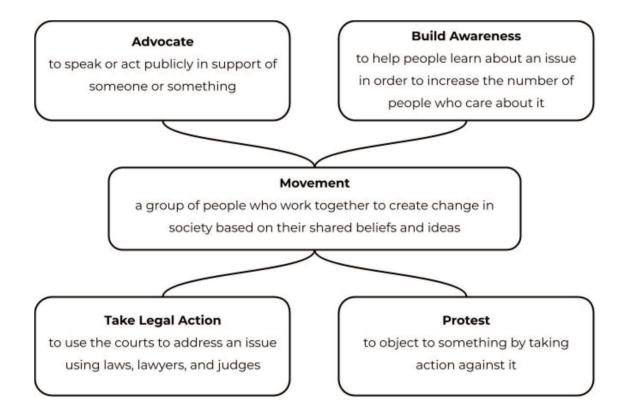
The National Association for the Advancement of Colored People (NAACP) was established in 1909 (during the Jim Crow era) by a group of Black and White activists. The organization is for the advancement of African American people.

National—for the whole country	Association—an organized group of people who have the same interest	Advancement—moving forward	Colored People—an outdated term for African American or Black people
Why would the organization be for the whole country? Student answers will vary. Possible answers include: —that racism was a problem everywhere in the nation, not just in the South —that all citizens should be involved in making the nation a "more perfect union"	What common interests would a group of Black and White activists have during the Jim Crow era? Student answers will vary but should capture that both Black and White activists were interested in expanding civil rights for all Americans in order to make a "more perfect union." Can you remember a group of Black and White activists who worked to make the nation a "more perfect union" before the Civil War? The abolitionist movement to end slavery.	In 1909, who or what was in the way of African Americans' advancement? the legacy of slavery, discrimination, Jim Crow laws, White supremacy, violence	This term was acceptable when the NAACP was formed. Over the years, it has remained part of the organization's name.

The NAACP was and is an important part of the movement to promote, protect, and expand African American civil rights.

Each card describes an action that the NAACP took to expand and protect civil rights.

Directions: Read each card. Think about the following question: How did the action on the card support the work of the movement?



NAACP Putting It Together Discussion (Teacher Guidance)

How were civil rights for African Americans expanded, protected, and challenged after the Civil War?

13th Amendment - Slavery ended. African Americans could no longer be owned as property and forced to work without pay. 14th Amendment - African Americans were to be equal to White people in how they were treated and protected by laws. 14th Amendment - African Americans were citizens of the United States. 15th Amendment - African Americans were citizens of the United States. 15th Amendment - African Americans men got the right to vote in every state of the nation. African Americans elected people to the government who would represent their interests and points of view in the federal government. The federal government and the Constitution protect civil rights for African Americans. Since the Constitution is the law of the land, all states have to follow it. It is the federal government's job to ensure that the Constitution is being followed by state governments. It is the job of the Supreme Court to decide whether a law passed by a state goes against the Constitution. The Freedmen's Bureau helped African Americans transition to lives where they could enjoy their civil rights. The federal government left the South in 1877 and stopped protecting African American Civil rights there. Sharecropping - economic opportunities were limited, and workers were exploited. "Separate but equal" decision - African Americans were treated as less than White citizens. Separate seats for movie theaters, buses, etc. Their schools were not as nice and not as well funded. The KKK used fear and violence to stop African Americans from using their civil rights.
of years). Black community – churches, families, newspapers, and educational institutions – supported African Americans and helped them. NAACP took action to protect African American civil rights through protest, advocacy, taking legal action, and building

The Struggle for Civil Rights for All

How and why did activists take action to gain civil rights for all in the 20th century?

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Overview

Cluster 4 sets the context for the unit's Summative Assessment, where students research the work of an activist who took action to secure and protect civil rights. Through these lessons, students organize, annotate and analyze multiple primary and secondary sources as they work to understand how and why the 20th-century African American Civil Rights Movement began in the 1950s; who participated in the movement; how and why the strategy of nonviolence was used to effect change: and how legislative acts like the Voting Rights Act of 1965 were used to expand and protect civil rights. The cluster ends with a lesson focused on the ways the Civil Rights Movement has inspired multiple other communities to employ nonviolent forms of activism to advance their campaigns for rights, freedom, and equality. This final lesson before the assessment provides students with an initial and cursory exposure to the Women's Movement, Disability Rights Movement, LGBTQ+ Rights Movement, Chicano Movement, and the American Indian (Indigenous Rights) Movement. These movements, as well as others that are not covered in fifth grade — for example, Black Power and Yellow Power — are addressed in eighth-grade Civics and high school U.S. History.

Learning Objectives

By the end of this cluster, students should be able to...

- Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the U.S., using specific examples of activists and events.
- Organize information from multiple primary and secondary sources to describe and analyze the issues and events of the 20th-century Civil Rights Movement.
- Explain how the 20th-century African American Civil Rights Movement served as a model for other movements for civil rights.

Vocabulary

TIER 2	TIER 3
inspiration	boycott nonviolence sit-in

Cluster Focus Standards

Content Standards

STANDARD	LESSON(S)
5.T5.8: Research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.	16-20
5.T5.9: Explain how the 20th century African American Civil Rights movement served as a model for other movements for civil rights (e.g., the second phase of the women's movement in the 1960s and 1970s, the disability rights movement, the LGBTQ movement).	20

Practice Standards

STANDARD	LESSON(S)
PS 1: Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States	16, 18-19
PS 3: Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.	16-18
PS 7: Research and analyze the work of civil rights activists to communicate the steps and actions they took in pursuit of their goal.	17, 19

Literacy Standards

STANDARD	LESSON(S)
RI.5.5: Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.	19
RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.	16-18, 20

LESSON 16

The Civil Rights Movement: Why the 1950s?



Learning Objective

Organize information about the factors contributing to the start of the African American Civil Rights Movement in the 1950s through collaborative investigation using multiple secondary sources.



Language Objective

Explain the causes of the Civil Rights Movement orally and in writing using sentence stems and evidence from a reading.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students complete the sentence stem using single words or short phrases.

Levels 4-5: Students complete the sentence stem with expanded, more complex sentences.

Lesson Context

Lesson 16 is the first of five lessons focusing on the African American Civil Rights Movement. The lesson begins with a launch of the Supporting Question: How and why did activists take action to gain civil rights for all in the 20th century? After the launch, students work with a partner and a Jigsaw group to answer the related question: Why did the Civil Rights Movement start in the 1950s? As they organize information from four sources (PS 3, RI.9), they gain civic knowledge about motivations for civic action (PS 1). In doing so, they synthesize how multiple historical events led to the Civil Rights Movement. In the next lesson, they analyze the reasons that people—specifically children—chose to participate in the Civil Rights Movement.

MATERIALS

- Lesson 16 Slide Deck
- The Start of the Civil
 Rights Movement
- Supporting Question
 Launch
- <u>Civil Rights Movement</u> <u>Graphic Organizer</u>
- Civil Rights Movement
 Graphic Organizer
 (Teacher Version)

Lesson Standards

5.T5.8: Research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.

PS 1: Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States

PS 3: Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

Launching the Question (10 minutes)

Distribute copies of the <u>Supporting Question</u>
<u>Launch</u> handout and project **Slide 2** to show
students the timeline on the front page of the document.
Read the first sentence that appears at the top of the slide.

The African American Civil Rights Movement began in the 1950s, almost a century after the end of the Civil War.

Take a few minutes to review the events on the timeline. Note that African Americans gained civil rights after the Civil War ended (through the 13th, 14th, and 15th Amendments), but that these rights became vulnerable after Reconstruction ended. Segregation was legalized by the Supreme Court's "separate but equal" decision, and the federal government stopped taking action to protect African American civil rights during the Jim Crow era. Note that a new movement was needed to prompt the federal government to secure these rights for all Americans.

Move to **Slide 3** and explain that the 20th-century African American Civil Rights Movement also inspired movements to secure civil rights that were being denied to other communities in the 20th century—for example, the Chicano, Indigenous, disabled, and LGBTQ+ communities.

Project **Slide 4** of the Supporting Question and explain that in this final cluster, they are going to work to answer the question:



TEACHING TIP

If you would like to have more time for students to read and discuss the sources in this lesson, you could start or extend it into a Literacy Block.



Why and how did activists take action to gain civil rights for all in the 20th century?

Use **Slide 5** to remind students that whenever we set out to answer a question in social studies, we want to take time to think about two things: words and questions.

- Words: What key words or ideas do I already know in this question?
- Questions: What smaller questions could I ask to help answer the big question?

As a class, ask students to share the words and ideas that are familiar within the question. Chart their responses.

In pairs or small groups, ask students to brainstorm at least two questions that could help them answer this larger question, then have groups share them with the class. Record the class's questions as they go. Keep the student questions on display for the remainder of the cluster. Refer students back to the timeline on the front of their <u>Supporting Question Launch</u> handout, pointing out that the 20th-century Civil Rights Movement began many decades after Reconstruction ended and Jim Crow began. In today's class, they are going to investigate the question:

Why did the Civil Rights Movement start in the 1950s?

Explain that answering this question will help them answer the Supporting Question:



Why and how did activists take action to gain civil rights for all in the 20th century?



MAKE CONNECTIONS

If any students identified why the activists took action in the 20th century as one of their smaller questions in the <u>Supporting Question Launch</u>, be sure to flag this contribution and explain that this is precisely the question we will tackle first.

▶ Paired Investigation (10 minutes)



EXECUTION TIP

The activism of Mamie Till, mother of 14-year-old Emmett Till, who was murdered while visiting family in Mississippi in the summer of 1955, is included as part of this lesson because it played a pivotal role in providing momentum for the Civil Rights Movement. While we have presented this information in a way that is sensitive to 5th-grade learners, you should review the lesson in advance to make decisions about what is best for your students. See these articles from Encyclopedia Britannica to read more about Emmett Till and Mamie Till, <u>Emmett Till</u> and <u>Mamie</u> Till.

If you decide not to use the Mamie Till reading in <u>The Start of the Civil Rights Movement</u>, you can replace it with the alternate reading, "The Suburban Middle Class," found at the end of The Start of the Civil Rights Movement.

Assign students a partner. Provide each pair with one of the four different historical event readings, or "puzzle pieces," from The Start of the Civil Rights Movement:

- Double V for Victory Campaign
- Mamie Till
- The Great Migration and Northern Activism
- Brown v. Board of Education

Give each student the Civil Rights Graphic Organizer, which is the first page of the <u>Civil Rights Movement Graphic</u> Organizer. If you chose to swap out the Mamie Till reading for the Suburban Middle Class reading, use the Alternate Graphic Organizer, which is the second page of the Civil Rights Movement Graphic Organizer. Project **Slide 6** and review the directions with students. You can use **Slide 7** to show them the Civil Rights Movement Graphic Organizer. Use Slide 8 to show them the Alternate Graphic Organizer if you swap in the Suburban Middle Class reading.

Jigsaw Discussion (10 minutes)

After pairs have read about their assigned historical event, put students in groups of four for a Jigsaw activity. Each person in the group should have read a different one of the four readings.



TEACHING TIP

These are not the only reasons why the Civil Rights Movement grew in the 1950s. But collectively, they brought about conditions that led to the increased speed and expanded size of the struggle to protect the rights of African Americans.

Cluster 4: The Struggle for Civil Rights for All

Project **Slide 9**, and have each student summarize the cause of change from their reading for their group. As they do, the other members should fill in the <u>Civil Rights Movement</u> <u>Graphic Organizer</u> with a summary of the cause. As a group, they should then discuss and fill in their prediction of what people likely felt in response to the situation (for example, frustrated, angry, shut out, disrespected, inspired, joyful).

If you'd like to do the Jigsaw as a whole-class activity, you can use **Slide 10-Slide 14**.



Check-In

Collect students' handouts (annotation and <u>Civil Rights Movement Graphic Organizer</u>) as a formative assessment.

Civil Rights Movement Graphic Organizer (Teacher Version)

Solve This Mystery: Why did the Civil Rights Movement start in the 1950s?

The Double V for Victory Campaign

helped the Civil Rights Movement to start in the 1950s because African Americans wanted to have rights at home if they were going to work to protect other people's rights abroad. **Brown v. Board of Education** helped the Civil Rights Movement to start in the 1950s because it declared "separate but equal" was unconstitutional for schools.

As a result, many African Americans (and their allies) felt (answers will vary) and wanted to work for civil rights.

As a result, many African Americans (and their allies) felt (answers will vary) and wanted to work for civil rights.

The Great Migration and Northern

Activism helped the Civil Rights Movement to start in the 1950s because Black people in the North had more freedom to protest against unfair treatment and had success with the "Don't Shop Where You Can't Work" campaign.

Mamie Till helped the Civil Rights
Movement to start in the 1950s because she
raised awareness about racial violence.

As a result, many African Americans (and their allies) felt (answers will vary) and wanted to work for civil rights.

As a result, many African Americans (and their allies) felt (answers will vary) and wanted to work for civil rights.

Civil Rights Movement Graphic Organizer (Alternate)

Solve This Mystery: Why did the Civil Rights Movement start in the 1950s?

The Double V for Victory Campaign helped the Civil Rights Movement to start in the 1950s because African Americans wanted to have rights at home if they were going to work to protect other people's rights abroad.	Brown v. Board of Education helped the Civil Rights Movement to start in the 1950s because it declared "separate but equal" was unconstitutional for schools.
As a result, many African Americans (and their allies) felt (answers will vary) and wanted to work for civil rights.	As a result, many African Americans (and their allies) felt (answers will vary) and wanted to work for civil rights.
The Great Migration and Northern Activism helped the Civil Rights Movement to start in the 1950s because Black people in the North had more freedom to protest against unfair treatment and had success with the "Don't Shop Where You Can't Work" campaign.	The Suburban Middle Class helped the Civil Rights Movement to start in the 1950s because it encouraged African Americans, especially Black veterans, to want to use their money to buy cars and homes in the suburbs and to have access to safe neighborhoods and good schools.
As a result, many African Americans (and	

LESSON 17

Key Strategies of the Civil Rights Movement



Learning Objective

Interpret the reasons why nonviolence was used by activists who participated in the Civil Rights Movement by examining four different milestone events and engaging in small group discussions.



Language Objective

Recount the nonviolent actions taken by activists in the Civil Rights Movement by classifying them using content vocabulary ("advocate," "legal action," "awareness," "protest") on a graphic organizer.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Before beginning the activity, make sure to review definitions of the key terms, providing extra examples or images if appropriate. Students can complete the <u>Nonviolence Movement</u> by matching the images in the Nonviolence Movement Gallery Walk to the 4 categories.

Levels 4-5: Model note-taking strategies for the <u>Nonviolence Movement</u> before beginning the Nonviolence Movement Gallery Walk and have students take more extensive notes.

Lesson Context

In Lesson 16, students worked to understand why the Civil Rights Movement began in the 1950s. In this lesson, students participate in a Gallery Walk in which they examine photographs and analyze texts about four milestone events of the Civil Rights Movement (PS 3, RI.9). In doing so, they draw conclusions about the key strategies used by activists to secure and protect civil rights (PS 7). In Lesson 18, students will investigate how children took action to secure and protect civil rights in 1963.

MATERIALS

- Lesson 17 Slide Deck
- Nonviolence MovementGallery Walk
- Nonviolence Movement

VOCABULARY

boycott nonviolence sit-in

Lesson Standards

- **5.T5.8:** Research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.
- **PS 3:** Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.
- **PS 7:** Research and analyze the work of civil rights activists to communicate the steps and actions they took in pursuit of their goal.
- **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.



O ADVANCE PREPARATION

Before the lesson, print out the <u>Nonviolence Movement Gallery Walk</u> items and post them around the room or place them on tables for viewing. Consider printing more than one set so that students can spread out around the room. You may also want to laminate the sets for future use.

¥ Gallery Walk: Investigating the "How" (15

minutes)

Project **Slide 2** and explain that in the last class, students learned about <u>why</u> the Civil Rights Movement began in the 1950s and that today they will learn about <u>how</u> people took action in the Civil Rights Movement.

Move to **Slide 3** and share that students will participate in a Gallery Walk to learn about four events from the Civil Rights Movement. Explain that they'll work with a partner to identify evidence of either <u>advocacy</u> and <u>legal action</u> or <u>protest</u> and <u>raising awareness</u>. Distribute copies of the <u>Nonviolence</u> <u>Movement</u> handout so that equal numbers of students look for each type of action.

Before beginning the Nonviolence Movement Gallery Walk, take a moment to have students identify the actions they will be looking for at the top of their *Nonviolence Movement* handout. Note for students that the definitions of "advocacy" and "legal action" are provided as well (**Slide 4** and **Slide 5**). Finally, take a moment to review the definitions of **sit-in** and **boycott** using **Slide 6** and **Slide 7**. Students should be familiar with the word boycott from Unit 2.

Whole-Class Discussion: The Effectiveness of Nonviolence (10 minutes)

After students complete the Nonviolence Movement Gallery Walk, bring the class back together. Project **Slide 8** and invite students to share the evidence they found of advocacy, legal action, protest, and raising awareness.

Next, project **Slide 9** and ask:

How are the strategies of boycotts, sit-ins, and marches similar?

Ask students to turn and talk with their Gallery Walk partner, then invite a few students to share their ideas. It is fine if their responses seem a bit repetitive of the information they shared in response to the previous questions.

Project **Slide 10** and explain that all of these strategies are nonviolent. The protesters were peaceful in each of these



Keep some momentum in this part of the discussion. It is not necessary to review and discuss each example for every event. examples, even when people yelled at them or attacked them.

Hit Return to animate the slide and ask:

Why do you think activists in the Civil Rights Movement chose to use nonviolence?

Ask students to turn and talk with their Gallery Walk partner and then invite students to share their ideas. Students may share ideas such as the following:

- Nonviolence helps people see that discrimination is "mean or wrong."
- Peaceful protesters make people feel bad or guilty about segregation and want to work to change it.
- Nonviolence relies on action and organization rather than weapons. It makes it easier for more people to participate.

Affirm or expand their understanding of the power of nonviolence by explaining that nonviolence had many outcomes, including bringing media attention to the Civil Rights Movement, getting more people to participate in different types of activism and protest, and educating the country about racism and discrimination.

Move to **Slide 11** and end the class by showing the video clip <u>The Civil Rights Movement</u> from the channel Black History in Two Minutes (or So). The video provides more insight into the power of the nonviolent approach adopted by the Civil Rights Movement. As students watch the clip, ask them to look for evidence of nonviolence and why the strategy worked. Stop the video at 2:30, after Professor Gates says, "The movement took on new forms and continued." After screening the <u>The Civil Rights Movement</u> video, ask students to turn and talk about what they saw and then invite students to share their insights with the class.



Although these lessons focus on nonviolent activism, Black activists did not all agree that nonviolence was the best strategy. Activists such as Marcus Garvey and Robert F. Williams advocated for self-defense (armed when necessary).

TEACHING TIP

The The Civil Rights
Movement video clip briefly
flashes newspaper
headlines and images of
violence in the Civil Rights
Movement. Preview the
video before screening it for
your students to be sure
you are comfortable with
the content.

The Children's March



Learning Objective

Analyze the reasons why children chose to participate in the Civil Rights Movement, relying on film and written testimony as sources of evidence to support claims.



Language Objective

Explain causes of people's involvement in the Civil Rights Movement orally and in writing using sentence stems and evidence from texts.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students explain causes using sentence stems with simple cause/effect language (the word "because").

Levels 4-5: Students explain causes using sentence stems with a variety of cause/effect language ("due to," "as a result of," etc.).

Lesson Context

In Lesson 17, students engaged with milestone events from the 1950s and '60s to investigate how and why the Civil Rights Movement used nonviolence as a strategy. In this lesson, they continue this work by focusing on the question of why people—specifically children—chose to take action. Students work with an informational text and primary sources (a video clip and quotations) to analyze how and why children took action to gain civil rights by participating in the 1963 Children's March. In doing so, they are able to make the civic connection that people of all ages can take action to protect civil rights (PS 1, PS 3, RI.9). In Lesson 20, students complete the cluster by exploring how the African American Civil Rights Movement inspired other 20th-century movements for civil rights.

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- Lesson 18 Slide Deck
 Children's March in
 - <u>Birmingham</u>

Lesson Standards

5.T5.8: Research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.

PS 1: Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States

PS 3: Organize information and data from multiple primary and secondary sources to describe and analyze historical issues and events.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.



TEACHING TIP

Advance Literacy Block

To provide students with some context, you could use a Literacy Block before this lesson to read the children's book *The Youngest Marcher: The Story of Audrey Faye Hendricks* by Cynthia Levinson, which tells the story of a nine-year-old marcher. If you choose to do this, be sure to interrogate the text as you read it with students. Students should understand that the Civil Rights Movement was bigger than wanting experiences like eating at a particular lunch counter or having new books. The goal of the movement was for Black people to be treated with dignity as full human beings and citizens, as promised in the Declaration of Independence and the Constitution. For more information, see Much Bigger Than a Hamburger: Disrupting Problematic Picturebook Depictions of the Civil Rights Movement by Noreen Naseem Rodríguez and Amanda E. Vickery.

Identifying Evidence in Primary and Secondary Sources (20 minutes)

Organize students into pairs and provide each student with a copy of <u>Children's March in Birmingham</u>.

Explain that you'd like them to read the front side of the handout with their partner, then underline evidence that explains why the children took action and mark it with a "W", and then underline evidence that explains how the children took action and mark it with an "H." Project **Slide 2** to display these directions.

Create a T-chart labeled "How and Why" and then take a few minutes to debrief their findings in a whole-class discussion and record them on the chart.

Next, explain that we are lucky to have first-hand accounts of people who actually participated in the Children's March, although they are all grown up now! Share that you are going to show them a video clip, and as they watch, you'd like them to look for one new piece of evidence that explains why the children participated and one new piece of evidence that explains how the children participated.

Screen the 5-minute-long film <u>Mighty Times: The Children's March</u> by oscarmanhollywood (linked from **Slide 3**) or the 8-minute clip linked on **Slide 4**. Note: See the Teacher's Note about the 8-minute clip.

Note: The film (both clips) starts by describing the day of the march as "D-Day," meaning the day of a major operation (a reference the students knew from World War II).

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TEACHING TIP

The entire documentary of The Children's March is currently available on YouTube. You can access it through this link: <u>The Children's March | 1963</u> by Extinction Rebellion (XR) UK.

The entire video is <u>not</u> appropriate for students viewing because of scenes of violence and the use of offensive language. However, you could choose to show a slightly longer clip of the documentary, which is offered on Slide 6.

The eight-minute clip (appropriate for the 5th-grade viewer) provides more information about how the first day of the protest unfolded and the thoughts and feelings of those involved. It also includes the two quotes that students engage with at the end of the lesson. The clip is set to start at 11:30 and end at 19:30.

The entire video (41:20) is an excellent resource for understanding the history of the Children's March. We strongly recommend that you view it before teaching the lesson.

After showing students the video, debrief their findings, adding to the How/Why T-chart. As you do this, allow time and space for students' questions and reactions to what they saw.

End the class by having students consider the two quotes in the second part of their <u>Children's March in Birmingham</u> handout. One is from Gwen Webb (**Slide 5**) and the other from Martin Luther King Jr. (**Slide 6**). Ask students:

What do these quotes tell students about how and why children took action?

Use this conversation to make sure that students understand that the Children's March was about more than getting to sit at a lunch counter with White people. The reality was that the United States was a profoundly unequal and often dangerous place for Black people to live in at this time in history. Their lives and future opportunities depended on these racist policies being dismantled and the nation living up to its stated values.

Project **Slide 7** to show students a timeline of the key events they learned about in this cluster. Doing so will allow students to understand that these events unfolded over the course of a decade—essentially the same amount of time a 5th grader has been alive! For example, nine years separate the *Brown v. Board of Education* decision and the Children's



TEACHING TIP

Although the Children's March inspired people to take action to end segregation, it did not end racial violence and oppression in Alabama. On September 15, 1963, the 16th Street Baptist Church. which had been the gathering place for the children as they prepared to protest and an important meeting place of the Civil Rights Movement, was bombed by the Ku Klux Klan. Four young girls were killed. For more information, see the article Sept. 15, 1963: 16th Street Baptist Church Bombing from the Zinn Education Project.

March, and ten years separate Rosa Parks's actions and the Selma to Montgomery March. Making this visible to students will help them understand that the Civil Rights Movement required vigilant and consistent effort to create change.



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TEACHING TIP

During the Civil Rights Movement, school walkouts and protests in which children took action to secure their civil rights occurred in the North as well. For example, in 1963 and 1964, Freedom Stay-Outs and Freedom Schools were organized in Boston, and in February 1964, 464,000 New York City school children—almost half of the city's student body—boycotted school as part of a protest against school segregation.

For more information, see the Harvard Crimson article <u>20,000 Pupils Stay Out of Class; Boston Freedom Schools Overflow</u>, the Boston Before Busing collection <u>Freedom Schools</u>, and the Zinn Education Project article <u>Feb. 3, 1964: New York City School Children Boycott School</u>.

Formative Assessment

If time permits, you can end the lesson by having students complete the sentence frame at the end of the <u>Children's March in</u>

<u>Birmingham</u> handout. You can collect this as a formative assessment if you would like.

Casting a Vote



Learning Objective

Demonstrate civic knowledge of the importance of activism for the passage of the 1965 Voting Rights Act.



Language Objective

Explain the increase in voter registration/turnout in the late 1960s by listening and recounting historical events from a video and other sources.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students explain using a sentence stem with simple cause/effect language ("Voter registration increased because...") and a reference page of content terms.

Levels 4-5: Students explain the increase following models of a variety of cause/effect terms ("due to," "as a result of," etc.).

Lesson Context

Lesson 19 introduces students to the struggle for voting rights in the 1960s as one of the key aims of the Civil Rights Movement. Students meet and hear from the Mississippi activist Fannie Lou Hamer, a sharecropper who became a leader of voter registration and, later, civil rights efforts in her state. Through a video source, they analyze different points from her speech at the 1964 Democratic National Convention (RI.5). Afterward, they consider how grassroots activism and legislative action—the 1965 Voting Rights Act—contributed to increased opportunity for Black people to vote after decades of Jim Crow interference (PS 1). The lesson concludes with a connection to voting rights today (PS 7).

MATERIALS

- Lesson 19 Slide Deck
- Voting Rights Activism

Lesson Standards

5.T5.8: Research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.

PS 1: Demonstrate civic knowledge, skills, and dispositions by working collaboratively to identify, describe and explain the history of the struggle for civil rights for all in the United States

PS 7: Research and analyze the work of civil rights activists to communicate the steps and actions they took in pursuit of their goal.

RI.5.5: Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.

Activism for Voting Rights (15 minutes)

Project Slide 2 and ask students:

Why is the right to vote important in a democracy?

Invite students to turn and talk and then share their responses, which should include ideas such as voting being a way to have a voice in the decisions that a government makes, or a way to express one's needs in society.

To personalize this activator, you might want to begin the lesson by taking a vote on something that affects the students, such as whether to keep the lights on or off in the classroom. Debrief the conversation by asking them why it is important for the people affected by the decisions to be involved in the decision-making. What is missing when their voices (or votes) are not there?



Fannie Lou Hamer's speech at the Democratic National Convention was part of the Student Nonviolent Coordinating Committee's effort to implement the Mississippi Freedom Democratic Party, which vou can learn about in the Stanford Martin Luther King, Jr. Research and Education Institute article Student Nonviolent Coordinating Committee (SNCC) and the SNCC Digital Gateway article Mississippi Freedom Democratic Party (MFDP).

-0:

TEACHING TIP

Students might remark that the individual holding the sign in the image on **Slide 2** appears to be White. This is a good opportunity to discuss the concept of allies in a movement. White people, as well as people of other identities and cultures, supported and participated in the African American Civil Rights Movement because they believed in its cause and the necessity of helping the nation become a "more perfect union."

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TEACHING TIP

If students are unaware of what it means to register to vote, explain that people who are eligible need to "sign up" in the town or city where they live before they are allowed to vote in an election.

Transition to **Slide 3** and explain that voting rights in the United States expanded as the result of the 15th and 19th Amendments. These amendments were examples of the United States becoming "a more perfect union." However, before the 20th-century Civil Rights Movement, the right to vote was not protected for African Americans because of poll taxes, Jim Crow laws, violence, and literacy tests, especially in the South. Securing the right to vote for African Americans was one of the most important goals of the 20th-century movement.

Provide each student with a <u>Voting Rights Activism</u> handout. Project **Slide 4** and explain that today they will meet Fannie Lou Hamer, a voting rights activist and Black sharecropper from Mississippi who took action to gain civil rights for all. Explain that they will watch a video about Hamer, <u>Fannie Lou Hamer's Mississippi Freedom Democratic Party Speech, 1964 <u>DNC Convention</u> by Team Espy (Espy For Senate). Tell them that as they watch, they should answer the questions on their <u>Voting Rights Activism</u> handout.</u>

Begin by introducing some essential background about Hamer's life by noting, in your own words:

- Fannie Lou Hamer was born in Mississippi in 1917.
- She was the daughter of two sharecroppers. She began picking cotton at the age of six and left school in the 6th grade to work full time. Her family was very poor.
- Her life was affected in a negative way by Jim Crow laws. She wanted to vote and wanted others to register to vote as well! She became involved in the Civil Rights Movement.
- In 1964, she gave a speech at the Democratic National Convention about voting rights. The speech was broadcast on TV, and people across the nation were able to hear what she said. Today we will watch some of her speech.

Then play the <u>Fannie Lou Hamer's Mississippi Freedom</u>
<u>Democratic Party Speech, 1964 DNC Convention</u> video,
pausing it at the following timestamps for partner work
answering the questions on the <u>Voting Rights Activism</u>
handout:

- 1:37—After Hamer says "for 18 years," check in with students about Question 1. Was their prediction correct? [had to take a literacy test, was stopped by police, and had to pay a fine]. Did they have the idea that officials tried to prevent Hamer and the others from registering?
- 2:33—After Hamer says, "I didn't try to register for you, I tried to register for myself," ask students to complete Question 2, which asks about her response to her boss.
- 3:14—After Hamer says, "As decent human beings in America, thank you," ask students to complete Question 3, which asks about her "Is this America?" question.

After the video, pause and have students independently complete the reflection prompt (Question 4). Invite volunteers to share their responses. Here, take time to reinforce that Fannie Lou Hamer had the Constitutional right to register to vote and that those who tried to deny her that right, or make her afraid to pursue it, were violating the Constitution of the United States.



MAKE CONNECTIONS

Remind students that they learned about sharecropping in Lesson 12 (Cluster 3).



TEACHING TIP

To learn more about restrictive voting practices in the first part of the 20th century, see How Jim Crow-Era Laws Suppressed the African American Vote for Generations from the History Channel and Suppressing the Vote from the Constitutional Rights Foundation.

1965 Voting Rights Act (10 minutes)

Project **Slide 5** and explain that the pressure created by civil rights activists across the United States through even more protests and activism worked! Here you might want to remind students of the Selma to Montgomery March they studied in Lesson 17, which was orchestrated to advocate for voting rights. The following year, the U.S. Congress passed the Voting Rights Act of 1965. Explain that the Voting Rights Act made literacy tests—like the one given to Fannie Lou Hamer—illegal. The law was meant to prevent racial discrimination in voting.

Move to **Slide 6** and share that President Lyndon B. Johnson signed the legislation on August 6th of that year. Here, you can read aloud or ask a student to read Johnson's quote about the Voting Rights Act.

Next, project **Slide 8** and have students analyze the graph at the end of their <u>Voting Rights Activism</u> handout. Ask them to work with their partner to interpret the graph and answer the two questions below it.

End the lesson by having students share their responses. Here, they can draw on their understanding of the ways movements bring about social change. Students should recognize that activism and legal action combined to push back against Jim Crow restrictions on Black voter participation. These actions created a "more perfect union" by providing Black Americans with their civil rights and allowing them to participate in democracy as full citizens.



While the Voting Rights Act provided Black Americans in the South with political power for the first time since the end of Reconstruction, it did not erase the damage of the almost 100 years of voter suppression that African Americans endured after the passing of the 15th Amendment.

Cluster 4: The Struggle for Civil Rights for All



MAKE CONNECTIONS

Voting Rights Today

To make a modern connection for students, project **Slide 7** and explain to students that the history of voting rights struggles did not end when the 1965 Voting Rights Act was signed into law. The Act continued to be renewed by Congress and enforced for almost five decades. However, the 2013 Supreme Court decision in *Shelby County v. Holder* overturned key provisions of the 1965 Voting Rights Act. You can read about this case at <u>Shelby County v. Holder</u> on the Oyez website. In particular, *Shelby County v. Holder* overturned the requirement for federal oversight for any changes to voting laws in states and counties with a history of racial discrimination in voting (Section 4). This meant that these places could now change their voting procedures without needing approval from the federal government.

Share Supreme Court Justice Ruth Bader Ginsburg's dissenting opinion with students using **Slide 9**. As time allows, discuss examples of challenges to voting that students know about, or introduce recent examples from the news. What do these mean for the long struggle for voting rights in the United States? Facilitate a discussion on the question (**Slide 10**),

How can we stand up for voting rights for all today?

Inspired by the Civil Rights Movement



Learning Objective

Analyze photographs from multiple social movements in order to infer how the Civil Rights Movement was a source of inspiration for other movements.



Language Objective

Explain ideas from multiple social movements by paraphrasing quotations using synonyms and action verbs.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Provide a word bank of possible issues, messages, and forms of protest that students may draw upon in their image analysis.

Levels 4-5: Explicitly teach/model how paraphrasing involves finding synonyms for words in the original text. Consider providing a list of action word synonyms for words included in the quotations ("organizing = protesting," "demanding = asking," "dialogue = discussion").

Lesson Context

Throughout Unit 4, students have investigated key events, strategies, and issues of the 20th-century African American Civil Rights Movement. In this lesson, the final lesson of the cluster, students consider how the work of activists for African American civil rights served as a model or inspiration for other movements for civil rights. As students analyze photographs and make connections among 20th-century movements for civil rights, they gain initial exposure to the Women's Movement, the Disability Rights Movement, the LGBTQ+ Rights Movement, the Chicano Movement (*El Movimiento*), and the American Indian (Indigenous Rights) Movement, which will be expanded upon in greater depth in 8th-grade Civics and high school U.S. History. The Summative

MATERIALS

- Lesson 20 Slide Deck
- Inspired by the Civil
 Rights Movement

VOCABULARY

inspiration

Cluster 4: The Struggle for Civil Rights for All

Assessment completed in Lessons 21–24 also provides opportunities for students to research the activism of people from a diverse selection of civil rights movements.

Lesson Standards

5.T5.8: Research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.

5.T5.9: Explain how the 20th century African American Civil Rights movement served as a model for other movements for civil rights (e.g., the second phase of the women's movement in the 1960s and 1970s, the disability rights movement, the LGBTQ movement).

RI.5.9: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.



O ADVANCE PREPARATION

Before beginning this lesson, decide if you have time to do the Making Connections activity with your students. If you decide to skip it, the slides for the lesson will begin on **Slide 4**.

Activator: Many Movements for Civil Rights (5 minutes)

Project **Slide 2** and remind students that this unit has focused on the African American Civil Rights movement. Take a moment to acknowledge that many other groups have struggled to secure and protect their civil rights in the United States and ask students:

What other groups have we heard about working to secure and protect civil rights in the United States?

Allow students to share their responses, recording them on the board if you'd like.

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MAKE CONNECTIONS

If you'd like to begin the lesson by making a connection to students' lives, project **Slide 3** to review the definition of "inspire." Move to **Slide 4**, and have students do a Think-Pair-Share exercise in response to the questions.

When did someone inspire you?

What did that person inspire you to do?

Give students a chance to share their ideas.

Finding Inspiration (15 minutes)

Move to **Slide 5** and ask students:

How do you think the African American Civil Rights Movement inspired the actions of other groups?

Students may offer responses such as "They gave them ideas" and "They saw African Americans succeed."

Explain that in the next activity, they will look at photographs of some of the many groups of people who were inspired by the Civil Rights Movement. These groups took action to protect the civil rights of their communities.

Project **Slide 6** and model the activity for students using a photograph from the Feminist Movement. Look at the photograph and either talk aloud about what you observe as possible evidence of inspiration from the Civil Rights Movement or ask students to contribute their ideas along the following lines:

- Call attention to the use of the word "equal" in the banner and explain that you can infer that women felt "unequal."
- Call attention to the words "jobs" and "educational opportunities" as two ways that women wanted equality with men. You might ask, "I wonder if they will take legal action using the 14th Amendment like the African American Civil Rights Movement did?"
- Start counting the people in the photo. Explain that it looks like many people were involved in what appears

TEACHING TIP

If you are able to write on your projected image with a dry-erase marker, you might choose to circle the items as you call attention to them. to be a march.

 Point out that marching in a large group and calling for equality seems like a form of nonviolent activism, like the Civil Rights marches in Washington, D.C., Selma, and Montgomery.

Next, have students work with a partner to analyze the set of eight images on the <u>Inspired by the Civil Rights Movement</u> handout. As students work, circulate to answer questions or help them notice additional items in the images.



TEACHING TIP

Each of the communities in this lesson has its own internal diversity and has experienced oppression in a variety of contexts. For instance, LGBTQ+ struggles exist at multiple intersections of gender and sexual identity and should not be taken as a singular experience. Disability rights activists also represent a pluralistic community that has struggled with issues ranging from economic to housing to educational opportunities and access; experiences within the coalition of people vary. As noted throughout 5th grade, Indigenous communities' experiences are wideranging, as evidenced by the uniqueness of tribal identities and histories of resistance toward treatment by the United States.

It is also worth reminding students that they have used the term "Indigenous" throughout the school year, but the term "American Indian" appears in this lesson. This term was used in the 1960s and 1970s by people involved in the movement. In this context, they will respect the use of the term in the past while continuing to use the word "Indigenous" in class. Finally, it is helpful to remind students that the groups that they learn about in this lesson are not the only groups who struggled and continue to fight to protect civil rights for all.



Putting it Together (10 minutes)

Gather the class back together and project **Slide 7**, which shows the cluster's Supporting Question:



How and why did activists take action to advance civil rights for all in the 20th century?

In a whole-class discussion, invite students to share evidence of how the activists in the images they viewed took action. As students respond, listen and provide probing questions to help students reach key takeaways, such as the following:

 Activists marched (often in Washington, DC, the nation's capital). (LGBTQ+, Women's, Indigenous, and Disability movements)

Lesson 20: Inspired by the Civil Rights Movement

- They boycotted. (Chicano movement)
- They raised awareness and advocated for their rights with signs. (LGBTQ+, Women's, Indigenous, Disability, and Chicano movements)
- They used nonviolence as a strategy. (LGBTQ+, Women's, Indigenous, Disability, and Chicano movements)

Have students take notes on any ideas that are not already on their <u>Inspired by the Civil Rights Movement</u> handout. Next, ask:

What have we learned about <u>why</u> people take action to secure and protect civil rights in this unit?

As students respond, listen and provide probing questions to help students reach key takeaways, such as the following:

- They want to be treated fairly.
- The Constitution guarantees their rights.
- They want to be treated equally and have the same opportunities as everyone else.
- The Declaration of Independence says "All men are created equal."
- America is a democracy where everyone should have a say.
- Discrimination is against the law.

To process their learning, have each student share one person or event whose work to protect civil rights inspires them.

Extension Activity or Optional Literacy Block

Focus on the Disability Rights Movement and the influence of young people in pressuring Congress to pass the Americans with Disabilities Act. Screen Jennifer Keelan Video by Carol Benjamin (linked from **Slide 8**, 1:12), in which Keelan describes her role as an 8- or 9-year-old involved in the Capitol Crawl. Then, read aloud the picture book about Keelan, All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything, by Annette Bay Pimentel.



The content standards for Unit 4 have a clear African American focus. As a result. the narrative arc of the unit centers on the African American struggle for civil rights. This lesson is intended to give brief attention to the work of activists for the civil rights of other marginalized groups. Teachers are welcome to create additional lessons and resources to tailor the lessons to particular student groups represented in their classrooms.

SUMMATIVE ASSESSMENT

Slavery, the Legacy of the Civil War, & the Struggle for Civil Rights for All

ASSESSMENT PACING

Lesson 21

Task 1

Lesson 22

Task 1

Lesson 23

Task 2

Lesson 24

Task 3

Lesson 25

Task 3

Assessment Overview

Students complete a Summative Assessment focused on the work of a 20th-century civil rights activist relevant to the central themes of the unit. In addition to asking students to display mastery of the content standards for this unit, the assessment will examine students' abilities to

- Organize information and data from multiple primary and secondary sources to describe and analyze issues and events surrounding the US Civil War and its aftermath.
- Research and analyze the work of 20th-century civil rights activists to communicate the steps and actions they took to advance the struggle for civil rights for all.

This assessment will be completed using a curated resource packet. It is designed to be an open-notebook assessment, meaning students can and should consult their handouts from earlier lessons as needed. Access to handouts will probably be most relevant on Day 3 of the assessment, where students make connections between their activist and the activists and events from the 19th century struggle for civil rights.

Assessment at a Glance

- **Task 1**: Students research and analyze an activist using primary and secondary sources, utilizing historical thinking skills to identify why and how the activist took action to secure and protect civil rights.
- Task 2: Students compare and contrast the work of their activist to the work of an activist they encountered in Clusters 1-3. Next, they use issues and terms from Clusters 3-4 to explain why it was necessary and possible for their activist to work to secure and protect civil rights.
- **Task 3**: Students prepare two slides or a poster board to present how and why their activist took action to secure and protect civil rights.

Advanced Preparation

- Assign or have students choose a 20th-century activist to research for the assessment; make copies of activist research packets for students. Links for the video resource about each activist can be shared with students using this document: Summative Assessment Video Links for Research or this slide deck Video Resources for Activist Research. The activists are listed in alphabetical order.
 - Curated resource sets are provided for 14 civil rights activists. Depending upon the number of students in your class, you will need to assign the same activist to multiple students or curate more resources to ensure a broader scope of civil rights activists accessed by students during this assessment.
- Make copies of the response and exemplar packets for students. Note: There are two different response packets. One is for students researching the work of an activist for African American civil rights; the other is for activists for the civil rights of other groups, such as women and Asian Americans.

Assessment Focus Standards

Content Standards: 5.T5.3, 5.T5.5, 5.T5.6, 5.T5.7, 5.T5.8, 5.T5.9

Practice Standards: PS 1. PS 3. PS 7

Literacy Standards: RI.5.9



Summative Assessment

SUPPORTING ALL STUDENTS

Levels 1-3: If students at this level struggle to read the sources independently, provide the option for students to conduct research in their native language on Google or "Simple English" Wikipedia, or pre-select a few paragraphs from the curated resources to reduce the reading load. Students may prefer to have a blank paper version of the One-Pager document to take notes (single words, short phrases) as they read. Model how to take notes in the graphic organizer.

Levels 4-5: Encourage students to focus on one source, rereading to gather the relevant information.

Summative Assessment, Day 1



▼ SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: If students at this level struggle to read the sources independently, provide the option for students to conduct research in their native language on Google or "Simple English" Wikipedia, or pre-select a few paragraphs from the curated resources to reduce the reading load. Students may prefer to have a blank paper version of the One-Pager document to take notes (single words, short phrases) as they read. Model how to take notes in the handout.

Levels 4-5: Encourage students to focus on one source, re-reading to gather the relevant information.

Teacher Notes

Days 1 and 2 of the Summative Assessment for Unit 4 will assess students' abilities to research a 20th-century civil rights activist. Students will read, annotate, and view print and video sources to identify relevant information about their activist. Students will need two 30-minute periods to complete this part of the assessment.

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Activist Research Packets
Video Links for Research
Laptops

Task 1: Research & Analyze an Activist

Use the exemplar from the Student Response Packet to model for students how to annotate and take notes on the resources. Make the exemplar available for students to view as they work.

Distribute student packets (from the <u>Activist Research</u> <u>Packets</u>) so that each student has a set of resources for their assigned or chosen activist. Direct students to work independently to read, annotate, and take notes on their sources. As students work, circulate to answer questions and provide guidance as necessary.

Summative Assessment, Day 2



▼ SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: If students at this level struggle to read the sources independently, provide the option for students to conduct research in their native language on Google or "Simple English" Wikipedia, or pre-select a few paragraphs from the curated resources to reduce the reading load. Students may prefer to have a blank paper version of the One-Pager document to take notes (single words, short phrases) as they read. Model how to take notes in the handout.

Levels 4-5: Encourage students to focus on one source, re-reading to gather the relevant information.

Teacher Notes

Days 1 and 2 of the Summative Assessment for Unit 4 will assess students' abilities to research a 20th-century civil rights activist. Students will read, annotate, and view print and video sources to identify relevant information about their activist. Students will need two 30-minute periods to complete this part of the assessment.

MATERIAL		4 4 7		
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Student Response
Packet (Activist for the
Civil Rights of Other
<u>Groups)</u>

Student Response
Packet (Activist for
African American Civil
Rights)

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I ACTIVIST	Research	Paci	kets

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Task 1: Research & Analyze an Activist (Continued)

Distribute the Student Response Packet to each student, either the <u>Student Response Packet (Activist for the Civil Rights of Other Groups)</u> or the <u>Student Response Packet (Activist for African American Civil Rights)</u>.

Use the exemplar from the Student Response Packet to model responses to the two questions in Part 1 of the packet, which students will answer about their activist using their annotations. Then allow students to spend the rest of the period completing their research and their answers to the questions. As students work, circulate to answer questions and provide guidance as necessary.

Summative Assessment, Day 3

SUPPORTING MULTILINGUAL LEARNERS
Levels 1-3: Students select one historical connection. Rather than following the guiding questions, simply have the students fill in this sentence frame: "My activist and (historical connection) are connected because" Feel free to additionally modify the Unit 4 Summative Assessment and Exemplar Packet as appropriate for your students.
Levels 4-5: Model for students how to complete the Unit 4 Summative Assessment and Exemplar Packet using example sentences and phrases to help them with their writing.

Teacher Notes

On Day 3 of the Unit 4 Summative Assessment, students compare and contrast the work of their activist with the work of an activist they encountered in Clusters 1–3. Next, they use issues and terms from Clusters 3–4 to explain why it was necessary and possible for their activist to work to secure and protect civil rights.

)	<u>Video Links for Research</u>
]	Activist Research Packets
	Student Response
	Packet (Activist for the
	Civil Rights of Other
	Groups)
	Student Response

MATERIALS

Student Response Packet (Activist for African American Civil Rights)

Task 2: Compare & Contrast

Instruct students to go to the Task 2 portion of their **Student Response Packet**. Review the instructions, noting they have choices in each question. Allow them to work independently, using their notes for reference, for the rest of the period.

Note: Question 5 asks students to explain why the work of their activist was necessary. The question varies slightly depending on the activist that the student researched. If students researched an African American activist, Question 5 asks them to explain how an aspect of the Jim Crow era made their civil rights work necessary. If students researched an activist who advocated for the rights of farm workers, women, disabled people, Indigenous peoples, LGBTQ+

people, or Asian Americans, Question 5 asks them to use a vocabulary word from the unit to explain why the work of their activist was necessary.

Summative Assessment, Day 4

Teacher Notes

On Days 4 and 5 of the Summative Assessment, students use the research they conducted on Days 1 and 2 to create 2 slides or a poster board to present about how and why their activist worked to secure and protect civil rights.

MATERIALS
☐ <u>Video Links for Research</u>
☐ Activist Research Packets
☐ Student Response
Packet (Activist for the
Civil Rights of Other
Groups)
Student Response
Packet (Activist for
African American Civil
Rights)
Laptops or poster
supplies

Task 3: Present Research

Students will spend this class period beginning their slides or poster board. Regardless of the format they choose, it should include:

- Why the activist took action to secure and protect civil rights.
- How the activist took action to secure and protect civil rights.

Summative Assessment, Day 5

Teacher Notes

On Days 4 and 5 of the Summative Assessment, students use the research they conducted on Days 1 and 2 to create 2 slides or a poster board to present about how and why their activist worked to secure and protect civil rights.

MATERIALS
<u>Video Links for Research</u>
Activist Research Packets
Student Response
Packet (Activist for the
Civil Rights of Other
Groups)
Student Response
Packet (Activist for
African American Civil
Rights)
Laptops or poster
supplies

Task 3: Present Research (Continued)

Students will spend this class period finishing their slides or poster board. Regardless of the format they choose, it should include:

- Why the activist took action to secure and protect civil rights.
- How the activist took action to secure and protect civil rights.

Video Links for Research

Activist Name	Video Link
Ella Baker	Ella Baker - 'The Mother of the Civil Rights Movement'
Clyde Bellecourt	Storied 1968: American Indian Movement
Julian Bond	What You Should Know about the Legacy of Julian Bond
Ruby Bridges	<u>Celebrating Ruby Bridges</u>
Shirley Chisholm	Shirley Chisholm - The First Black Congresswoman
Judith Heumann	Remembering Judy Heumann's Lasting Contributions to Disability Rights
Dolores Huerta	Dolores Huerta: "Yes We Can!"
John Lewis	Remembering Rep. John Lewis, In His Own Words
Fred Korematsu	<u>Loyal American: Fred Korematsu</u>
Thurgood Marshall	Thurgood Marshall and Brown v. Board of Education
Harvey Milk	The Life of Harvey Milk
Jackie Robinson	Jackie Robinson: The First African American to Play in the MLB
Bayard Rustin	Brother Outsider - The Life of Bayard Rustin
Gloria Steinem	Gloria Steinem: For Women, the Golden Rule Needs to Be Reversed The Oprah Winfrey Show OWN

Thurgood Marshall—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

- 1. Why did Thurgood Marshall work to secure and protect civil rights? (Who or what motivated him to work for the equality of all?)
- 2. How did Thurgood Marshall take action to secure and protect civil rights? (Did he advocate, raise awareness, take legal action, participate in protests?)

On the line at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **"W"** if it shows <u>why</u> Thurgood Marshall worked to secure and protect civil rights.
- Write an "H" if it shows <u>how</u> Thurgood Marshall took action to secure and protect civil rights.

Thurgood Marshall: Civil Rights Lawyer



Marshall NAACP, Public Domain, Wikimedia

Thurgood Marshall was born in Baltimore, Maryland, in 1908. His family came from formerly enslaved people. During Marshall's childhood, his father helped him learn about law and legal arguments. He took Marshall to courthouses to watch lawyers argue cases. At home, the family debated current events together. This influenced the way Marshall thought and prepared him for a career in law.

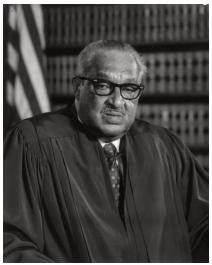
Marshall wanted to attend the University of Maryland Law School. He was unable to enroll because it was segregated. Instead, he studied at the law school of the historically Black college, Howard University.

After law school, Marshall began to work for the National Association for the Advancement of Colored People (NAACP). He worked to address the civil rights issue of school segregation in the case of *Murray v. Pearson*. In the case, Marshall argued that the University of Maryland was the only good law school in Maryland. He said that "separate but equal" did not apply in this case because there was not a "separate and equal" law school in Maryland for Black students to attend. Marshall won the case. He used the courts to secure and protect civil rights. _____

Marshall continued to use his law degree to work to secure and protect civil rights. He argued cases for the NAACP to the Supreme Court. He used the courts to improve life for Black people who experienced discrimination. His most famous case was *Brown v. Board of Education*. Marshall won the case, and the Supreme Court decided that separate could never be equal in education. _____

Marshall won twenty-nine of the thirty-two cases he brought to the Supreme Court with the NAACP. Little by little, he used the law to fight against discrimination and segregation. He was not an activist on the street. Instead, he used his education and understanding of law to fight for civil rights. _____

Thurgood Marshall: Supreme Court Justice



Marshall Public Domain, Wikimedia

Thurgood Marshall understood the power of the law. It could hold back or defend civil rights, depending on how it was used. Many activists worked outside of government, but Marshall used courts to change the United States. Later in life, he stopped bringing cases to the courts as a lawyer. He became a judge and listened to the arguments of lawyers. _____

Investigating History

In 1961, President Kennedy made Marshall a judge on the U.S. Court of Appeals. Many Southern senators did not want to see a Black man serving as a judge. They tried to keep President Kennedy from making this decision. They could not stop this from happening, and Marshall became a federal judge.

Student Sources

Mini Biography Video: <u>Thurgood Marshall and Brown v. Board of Education</u> (You can also access this video from the <u>Video Links for Research</u>)

Thurgood Marshall's Own Words

"Where you see wrong or inequality or injustice, speak out because this is your country. This is your democracy. Make it. Protect it. Pass it on."—Thurgood Marshall

"Today's Constitution is a realistic document of freedom only because of several corrective amendments. Those amendments speak to a sense of decency and fairness that I and other Blacks cherish."—Thurgood Marshall

Text sources:

<u>Thurgood Marshall- Britannica</u>

<u>Who Was Thurgood Marshall- NAACP Legal Defense Fund</u>

Shirley Chisholm—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

- 1. Why did Shirley Chisolm work to secure and protect civil rights? (Who or what motivated her to work for the equality of all?)
- 2. How did Shirley Chisolm take action to secure and protect civil rights? (Did she advocate, raise awareness, take legal action, participate in protests?)

On the line at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **"W"** if it shows <u>why</u> Shirley Chisolm worked to secure and protect civil rights.
- Write an "H" if it shows <u>how</u> Shirley Chisolm took action to secure and protect civil rights.

Shirley Chisholm: Overcoming a "Double Handicap"



<u>Chisholm</u> by Roger Higgins, Public Domain, Wikimedia

Shirley Chisholm was born in Brooklyn, New York, in 1924. Her parents were immigrants from Guyana and Barbados, nations in the Caribbean.

Chisholm went to school in Brooklyn and studied at Brooklyn College. She was on the debate team there. She impressed many of her professors. _____

Chisholm took an interest in politics. She was interested in events across the world as well as issues of race, class, and gender in the U.S. She focused on the struggle for independence in Barbados from England, the Caribbean island where her mother was born. She believed the people of Barbados had the right to be an independent nation.

At college, Chisholm's teachers encouraged her to get involved in government. Chisholm understood that the government had the power to take positive action toward securing and protecting civil rights. However, she worried that she could not have a successful career in politics. She even said she had a "double handicap" of being Black and female.

After college, Chisholm became a teacher and continued her education at Columbia University. She began to take action to protect and secure civil rights. Chisholm joined the League of Women Voters, the National Association for the Advancement of Colored People (NAACP), and many other organizations. These organizations worked to secure and protect civil rights. In particular, Chisholm was very concerned about the civil rights issue of racial discrimination in housing. She saw the challenges Black people had finding affordable and good quality housing in Brooklyn. She wanted to work to end this discrimination. _____

In 1964, Chisholm decided to run in a state election. She was elected to the New York State Legislature. She was only the second Black person to serve in the legislature. As a member of the state legislature, she could use her position to advocate for and raise awareness of the importance of securing and protecting civil rights for all. _____

Shirley Chisholm: Fighting Shirley



<u>Chisholm</u> by Thomas J. O'Halloran, Public Domain, Wikimedia

After four years in the New York State Legislature, Shirley Chisholm was elected to the United States Congress. She represented the community she knew in Brooklyn, New York. She advocated for the people of her community. She brought their concerns about discrimination to Washington, D.C.

Investigating **History**

It did not take long before she earned the nickname "Fighting Shirley." She was called this because she worked hard for African Americans, women, and poor people.
In Congress, Chisholm introduced fifty different bills. Introducing a bill is the first step toward making a new law. Chisholm's bills focused on the issues of race, class, and gender that she had always cared about. Although her bills did not always become laws, they raised awareness of the need to secure and protect civil rights
Chisholm became a national figure when she decided to run for president. In 1972, she became the first Black woman to run for president from a major political party in the United States
As a presidential candidate, Chisholm faced many barriers. Not everyone wanted her to run for president or to get attention for her campaign as a Black woman. She was not allowed to participate in television debates! All the other Democratic candidates used these debates to show the nation who they were and what they wanted to do in office. This was one of the many reasons her campaign did not succeed
Chisholm showed the nation that a Black woman could run for president. As she traveled the U.S. while running for president, supporters followed her on the "Chisholm Trail." Women, students, African Americans, and many others wanted to see change and supported her.
Chisholm was not elected president but continued serving in Congress until 1983. As a member of Congress, she continued to take action to advocate for the civil rights of all Americans.
Later, She moved to Massachusetts and taught at Mount Holyoke College, a women's college. She worked to influence the next generation of women to take action to secure and protect civil rights for all.
Student Sources
Video: <u>Shirley Chisholm - The First Black Congresswoman</u> by Black History in Two Minutes (or So), YouTube Shirley Chisholm's Own Words
"In the end, anti-black, anti-female, and all forms of discrimination arethe same thing: anti-humanism."—Shirley Chisholm
"Racism is so universal in this country, so widespread and deep-seated, that it is invisible because it is so normal."—Shirley Chisholm

Text sources:

<u>Shirley Chisholm - National Women's History Museum</u> <u>Shirley Chisholm: Facts About Her Trailblazing Career - HISTORY</u>

Ruby Bridges—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

- 1. Why did Ruby Bridges work to secure and protect civil rights? (Who or what motivated her to work for the equality of all?)
- 2. How did Ruby Bridges take action to secure and protect civil rights? (Did she advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a "W" if it shows why Ruby Bridges worked to secure and protect civil rights.
- Write an **"H"** if it shows <u>how</u> Ruby Bridges took action to secure and protect civil rights.

Ruby Bridges: Six-Year-Old Changemaker



Ruby Bridges Public Domain, Wikimedia

Ruby Bridges was born in Mississippi in 1954, the same year the Supreme Court ruled that it was not constitutional to segregate schools. In 1956, when Ruby was two, her family moved to New Orleans, Louisiana. In New Orleans, Bridges started kindergarten in a segregated classroom in 1959. The schools had not yet been integrated. The law had changed, yet "separate but equal" could only end when Black and White students studied in the same schools. _____

To end segregation, the National Association for the Advancement of Colored People (NAACP) asked for volunteers from African American families to help integrate schools. The family of Ruby Bridges and several other families decided to take action. The Bridges agreed to send Ruby to an integrated school. However, they faced a strong negative reaction from many White people who wanted schools to stay segregated. _____

In November 1959, four Black students helped integrate New Orleans' schools. Three went to one elementary school together. Ruby Bridges integrated William Frantz Elementary School alone. She was the only Black child in the school in 1959. She was six years old at the time. _____

Every day, Bridges and her mother walked to school with four federal marshals. A marshal is an officer who helps put laws into action. President Dwight Eisenhower sent the marshals to protect Bridges. White crowds protested outside of the school and yelled at Bridges.

Only one teacher agreed to teach Bridges. Her name was Barbara Henry, and she was from Boston. They were the only two people in the classroom that year. No other White parents wanted their children in Bridges's class. Bridges and Henry spent the whole school year alone together.

Ruby Bridges: Adult Icon



Ruby and Obama Public Domain, Wikimedia

It was difficult for Ruby Bridges to integrate her elementary school in New Orleans. She ate alone every day. She only had her teacher to play with at recess. White people yelled at her. She needed to be protected by the police. Her entire family made sacrifices for this change. _____

Many White people in New Orleans did not want to integrate schools. Her family was punished for taking action to secure their civil rights. Bridges's father lost his job. A grocery store would not sell food to her mother. Bridges's grandparents were forced to leave the land they worked as sharecroppers. However, Bridges did not miss one day of school. Her bravery inspired other Black families to take action. Soon, she was not the only Black student in her elementary school. Her difficult year changed schools in New Orleans. Years later, Bridges's four nieces went to her elementary school.

Bridges has spent the rest of her life telling her story and improving schools. She and her teacher, Barbara Henry, have told their story together for years. Bridges wrote books about her experience. Her books help to raise awareness about the importance of advocating for civil rights for all. In addition, Bridges created The Ruby Bridges Foundation. It works for tolerance and understanding through education.

Bridges went to school as the only Black student when she was six years old. Since then, she has worked with many people to make all students feel welcome in school.

Student Sources

Video: Celebrating Ruby Bridges by Scholastic, YouTube

Ruby Bridges's Own Words

"Driving up I could see the crowd, but living in New Orleans, I actually thought it was Mardi Gras*. There was a large crowd of people outside of the school. They were throwing things and shouting."—Ruby Bridges _____

"Don't follow the path. Go where there is no path and begin the trail. When you start a new trail equipped with courage, strength, and conviction, the only thing that can stop you is you!"—Ruby Bridges _____

*Mardi Gras (pronounced Mardee Graw) is a lively and festive carnival. The celebration involves parades, costumes, music, and feasting on the day before the Christian season of Lent begins. New Orleans has a famous Mardi Gras celebration. Mardi Gras means "Fat Tuesday" in French.

Text sources:

<u>Ruby Bridges - National Women's History Museum</u> <u>Ruby Bridges: Civil Rights Leader</u>

Julian Bond—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

- 1. Why did Julian Bond work to secure and protect civil rights? (Who or what motivated him to work for the equality of all?)
- 2. How did Julian Bond take action to secure and protect civil rights? (Did he advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a "W" if it shows why Julian Bond worked to secure and protect civil rights.
- Write an "H" if it shows how Julian Bond took action to secure and protect civil rights.

Julian Bond: Student Activist



Julian Bond The Library of Congress, Wikimedia

Julian Bond was born in Nashville, Tennessee, in 1940. He grew up in Pennsylvania. Bond returned to the South for college. He attended Morehouse College. Morehouse is a historically Black college in Atlanta. While living in the South, Bond witnessed the effects of Jim Crow segregation laws. He became interested in the student-led Civil Rights Movement. He was inspired by the speech of civil rights leader Ella Baker. She said the people who participated in lunch counter sit-ins were interested in

something much "bigger than a hamburger." Baker said these protesters wanted to end racial segregation and discrimination everywhere. Bond wanted to be part of this work.

As a student at Morehouse College in 1960, Bond helped establish the Student Nonviolent Coordinating Committee (SNCC, read as "snick") and served as its communication director. SNCC organized sit-ins, boycotts, and nonviolent protests. It gave students a way to work to end segregation and secure and protect civil rights. As a member of SNCC, Bond led protests against segregated public facilities from 1960 to 1963. These protests raised awareness about the problem of segregation and how it violated the civil rights of African Americans.

Julian Bond also took action to help people register to vote in Georgia, Alabama, Mississippi, and Arkansas. In doing this, he gave people the power to advocate for themselves by voting for candidates who would work to protect and secure their civil rights.

Bond left Morehouse College in 1961 so that he could work full time to secure and protect civil rights for all. He returned in 1971 to complete his college studies and earn his degree. _____

Julian Bond: Civil Rights Politician



<u>Julian Bond</u> with John Lewis, Lauren Gerson, Public Domain, WikiCommons

In 1971, Bond worked with civil rights activists to create the Southern Poverty Law Center (SPLC). The SPLC uses legal action to secure and protect civil rights for all. The SPLC works to stop the violence and discrimination caused by hate groups such as the KKK. _____

In 1965, Bond decided to run for office. As an elected official, he would have the ability to advocate for and raise awareness about the importance of civil rights for all citizens. He was a Georgia state representative for four terms. He was a Georgia state senator for six terms.
After serving in the Georgia legislature, Bond continued to lead civil rights efforts. From 1988 to 2010, he was the chairman of the NAACP. As the chairman, he continued to work for civil rights. The NAACP works to raise awareness and organize legal action and protests in support of securing and protecting civil rights for all Americans.
Bond also taught civil rights history at the University of Virginia. There, he helped educate the next generation of civil rights leaders that will push the United States to become a "more perfect union."
Student Sources
Video: <u>What You Should Know About the Legacy of Julian Bond</u> by PBS NewsHour, YouTube Julian Bond's Own Words
"The Civil Rights Movement didn't begin in Montgomery, and it didn't end in the 1960s. It continues on to this very minute."—Julian Bond
"Discrimination is discrimination no matter who the victim is, and it is always wrong." —Julian Bond
Text sources: International Civil Rights Walk of Fame: Julian Bond - National Park Service Julian Bond - SNCC Digital Gateway

Judith Heumann—Activist Research Packet

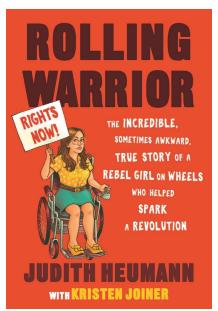
As you read the two sources and the quotes in this packet, you will be looking for evidence to answer two questions:

- 1. Why did Judith Huemann work to secure and protect civil rights? (Who or what motivated her to work for the equality of all?)
- 2. How did Judith Huemann take action to secure and protect civil rights? (Did she advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **"W"** if it shows <u>why</u> Judith Huemann worked to secure and protect civil rights.
- Write an "H" if it shows <u>how</u> Judith Huemann took action to secure and protect civil rights.

Judith Heumann: Teacher



Rolling Warrior by Judith Heumann PenguinRandomHouse.com

Judith Ellen Heumann was born on December 18, 1947. She grew up in Brooklyn, New York. When Judy was 18 months old, she had a disease called polio. The disease paralyzed her legs. As a result, she needed to use a wheelchair.

When Judith Heumann was five years old, her mother tried to sign her up for kindergarten. The principal would not let Judith sign up. He said that her wheelchair was a fire hazard. Judith's mother, Ilse Heumann, had to teach her daughter at home. This was difficult for Judith because she wanted to attend school with kids her age.

When Heumann was nine years old, she was allowed to enroll in school. She was educated with other disabled students in the basement. Once a week, she was allowed to attend a school-wide assembly. Otherwise, she had no chance to mix with the other students.

After she finished college, Judith Heumann wanted to become a teacher. She passed all of the requirements to be a teacher in New York except for one. She did not pass the physical exam because she needed a wheelchair. The rules said that teachers must not have any physical limitations. She was refused a teaching license in New York. She did not feel that this was fair. She began to advocate for the rights of disabled people in 1970.

Heumann spoke to the *New York Times* about the discrimination she experienced. This raised awareness about disability rights. She sued the New York Board of Education. She told the *New York Times* she could teach on the ground floor. She said she could move faster in her motorized wheelchair than most walking people. She won her legal case and received her teaching license. Heumann became New York City's first teacher who used a wheelchair. _____

Judith Heumann: Disability Rights Advocate



Judith Heumann East Asia and Pacific Media Hub, U.S. Department of State, Public Domain, via Wikimedia

After Heumann became a teacher, she continued to work for disability rights. In 1972, Huemann and other activists for disability rights stopped traffic during rush hour outside of President Richard Nixon's campaign office. They did this because Nixon had vetoed the Rehabilitation Act of 1972. This act would expand programs to help people with disabilities.

In 1973, Heumann moved to Berkeley, California. She became a member of the Berkeley Center for Independent Living. The Berkeley Center advocated for the needs of people with disabilities so that they could live independent lives. The Berkeley Center helped push the city of Berkeley to cut curbs so people in wheelchairs could cross the street safely.

Judith Heumann also led a 26-day sit-in at the San Francisco offices of the Federal Department of Health, Education, and Welfare. This led to the passage of <u>Section 504 of the Rehabilitation Act of 1973</u>. Section 504 extended nondiscrimination to all public accommodations, including employment, transportation, communications, and state and local government programs. _____

Judith Heumann worked with President Clinton and President Obama to spread ideas about disability rights around the world. Between 2000 and 2015, 181 countries passed disability civil rights laws. These laws were based on the work led by Heumann in the United States. She traveled to over 30 countries to spread disability rights

around the wo	orld. She won m	nany awards for	her work and	wrote books	about her
experiences.					

Judith Heumann died in March 2023. She was 75 years old. Huemann was an internationally known leader of civil rights for disabled people. She was known as the "mother of the disability rights movement." Her work to advocate for disabled people in the United States and around the world brought significant changes that made an enormous difference in people's lives.

Student Sources

Video: Remembering Judith Heumann by PBS NewsHour, YouTube

Judith Heumann's Own Words

"Disability only becomes a tragedy when society fails to provide the things we need to lead our lives—job opportunities or barrier-free buildings, for example," she said. "It is not a tragedy to me that I'm living in a wheelchair."—Judith Heumann

"We are slowly changing the world."—Judith Heumann _____

Text sources:

Judy Heumann (JudithHeumann.com)

Activist Judy Heumann led a reimagining of what it means to be disabled (NPR)

<u>Judith Heumann | Jewish Women's Archive</u>

Center for Independent Living, which launched disability rights movement, turns 50 (berkeleyside.org)

John Lewis—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

- 1. Why did John Lewis work to secure and protect civil rights? (Who or what motivated him to work for the equality of all?)
- 2. How did John Lewis take action to secure and protect civil rights? (Did he advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **"W"** if it shows <u>why</u> John Lewis worked to secure and protect civil rights.
- Write an "H" if it shows <u>how</u> John Lewis took action to secure and protect civil rights.

John Lewis: Young Civil Rights Activist



John Lewis by Trikosko, Marion S No known restrictions on publication, Wikimedia Commons

John Robert Lewis was born in February 1940. He grew up in Alabama. His parents were sharecroppers. Lewis went to segregated schools and did not like the injustices he saw every day in the Jim Crow South.

Lewis was inspired by the activism of Rosa Parks and Martin Luther King, Jr. Lewis attended Fisk University, a historically Black college in Nashville, Tennessee. While in college, Lewis studied nonviolent protest and became an activist. He participated in

sit-ins at lunch counters and other segregated locations. In 1961, he took part in the Freedom Rides that worked to desegregate bus stations. Lewis was beaten and arrested for his involvement. _____

In 1963, Lewis was elected the Student Nonviolent Coordinating Committee (SNCC) chairman. That same year, Lewis played a key role in the March on Washington. He had already become an important figure in the fight for civil rights. He led the efforts to have African Americans in the South register to vote.

John Lewis participated in the March from Selma to Montgomery. He helped to lead 600 people in a march to support voting rights for African Americans. George Wallace, the governor of Alabama, sent the police to break up the march as it tried to cross the Edmund Pettus Bridge in Selma. The marchers were attacked, and Lewis's skull was fractured. He called on President Lyndon B. Johnson to intervene in Alabama.

Within two days of "Bloody Sunday," there were demonstrations in support of the marchers in over 80 American cities. This awareness helped to pass the Voting Rights Act in 1965. President Lyndon Johnson signed this law.

John Lewis: Advocate, Councilman, and Congressman



John Lewis's official biopics Public domain, Wikimedia

John Lewis lived in Georgia and remained active in the Civil Rights Movement, even after leaving the SNCC. He became the director of the Voter Education Project.

Lewis was elected to office in 1981 as an Atlanta city councilman. In 1986, he became a U.S. House of Congress representative from Georgia. He continued his civil rights work in these positions with his passion for nonviolent conflict resolution.

Lewis co-wrote many articles and books, including a memoir. The March trilogy is a series of graphic novels for young adults used in many classrooms today. This series was based on Lewis's experiences in the Civil Rights Movement. The documentary *John Lewis: Good Trouble* (2020) follows his life and career. His writing helps to raise awareness about the importance of securing and protecting civil rights for all.

Lewis died in July 2020 from pancreatic cancer. He became the first African American lawmaker to have his coffin placed in the rotunda of the U.S. capitol. At Lewis's request, on the day of his funeral, *The New York Times* published an essay in which Lewis applauded the Black Lives Matter movement. In his essay, he encouraged future activists to become involved in fighting injustice.

Student Sources

Video: <u>Remembering Rep. John Lewis, In His Own Words</u> by the Washington Post, YouTube

John Lewis's Own Words

"When you see something that is not right, not fair, not just, you have to speak up. You have to say something; you have to do something."—John Lewis _____

"Get in good trouble, necessary trouble, and help redeem the soul of America."—John Lewis

"Though I may not be here with you, I urge you to answer the highest calling of your heart and stand up for what you truly believe. In my life, I have done all I can to demonstrate that the way of peace, the way of love, and nonviolence is the more excellent way. Now it is your turn to let freedom ring."—John Lewis _____

Text sources:

Wallenfeldt, Jeff. "John Lewis." Encyclopedia Britannica, 17 Feb. 2023,

https://www.britannica.com/biography/John-Lewis-American-civil-rights-leader-and-politician. Accessed 28 February 2023

ACLU

https://www.aclu.org/congressman-john-lewis

Global Citizen

10 John Lewis Quotes That Will Inspire You to Get Into 'Good Trouble'

Jackie Robinson—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

- 1. Why did Jackie Robinson work to secure and protect civil rights? (Who or what motivated him to work for the equality of all?)
- 2. How did Jackie Robinson take action to secure and protect civil rights? (Did he advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a "W" if it shows why Jackie Robinson worked to secure and protect civil rights.
- Write an "H" if it shows <u>how</u> Jackie Robinson took action to secure and protect civil rights.

Jackie Robinson: Sharecropper's Son and Soldier



Robinson LOOK Magazine, Public Domain, Wikimedia

Jackie Robinson was born in 1919 to a family that worked as sharecroppers in Georgia. In 1920, he moved to California with his mother. Jackie Robinson grew up in California.

Robinson attended the University of California, Los Angeles (UCLA). At UCLA he played football, basketball, track, and baseball.

In 1942, Jackie Robinson was drafted into the United States Army to fight in World War II. Robinson experienced segregation and discrimination in the army. He was assigned to an all-Black unit to train and serve with other African American soldiers. Because he was college-educated, Robinson wanted to be an officer in the army. However, because he was Black, it took lots of fighting for this position before this happened. Many in the army did not want a Black soldier to have the power and respect of being an officer.

While in the army, Robinson refused to move to the back of a military bus. He was arrested by the military police for protesting segregation. Robinson had a military trial, called a "court martial," and was found innocent. He stood up against discrimination and won. This would not be Robinson's last time fighting for civil rights.

Jackie Robinson: Baseball Barrier Breaker



Robinson Bob Sandberg, Public Domain, Wikimedia

Jackie Robinson returned to sports after World War II. He played football and worked as a coach before playing professional baseball.

In the 1940s, professional baseball was segregated. Robinson played in an all-Black league. He did not enjoy this time in his career because Black baseball players were not paid well. They were not taken seriously and did not get the recognition they deserved.

After playing for the Kansas City Monarchs in an all-Black league, Robinson went to a tryout at Fenway Park in Boston in 1945. This was a rare opportunity since Major League Baseball teams typically did not allow Black players at tryouts.

Robinson was treated poorly in Boston. People called him racist names, and he was insulted. However, his talent was seen, and Robinson was asked to play in the minor

leagues. He played for the Montreal Royals, and he was one step closer to playing Major League Baseball
On the Royals, Robinson experienced segregation and racism. When the team traveled, he had to stay at different hotels than the White players.
In 1947, Robinson got to play professional baseball for the Brooklyn Dodgers. He was the first Black person to play Major League Baseball in the 20th century. On April 15, 1947, the world watched Jackie Robinson walk onto the field to play against the New York Yankees. He had integrated professional sports.
Not everyone wanted to see African Americans play professional sports. Even some of Robinson's teammates did not want him on the team. Other teams said they would not play against him. Fans yelled racist names at him. However, Jackie Robinson did not let their actions stop him from fighting against segregation and discrimination. He continued to play baseball and did not respond to their racist behavior.
Soon, Robinson was followed by other Black baseball players. Change was slow, and not everyone liked it. But thanks to Jackie Robinson, Major League Baseball was now racially integrated.
Student Sources
Video: <u>Jackie Robinson: The First African American to Play in the MLB: Mini Bio</u> by BIO, YouTube Jackie Robinson's Own Words
"A life is not important except in the impact it has on other lives."—Jackie Robinson
"There's not an American in this country free until every one of us is free."—Jackie Robinson
Text sources: Jackie Robinson Foundation Jackie Robinson - HISTORY Jackie Robinson - Britanica

Harvey Milk—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

- 1. Why did Harvey Milk work to secure and protect civil rights? (Who or what motivated him to work for the equality of all?)
- 2. How did Harvey Milk take action to secure and protect civil rights? (Did he advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a "W" if it shows why Harvey Milk worked to secure and protect civil rights.
- Write an "H" if it shows <u>how</u> Harvey Milk took action to secure and protect civil rights.

Harvey Milk: Military Veteran and Gay Rights Leader



Harvey Milk, in uniform courtesy of Harvey Milk Archives--Scott Smith Collection (GLC 35), LGBTQIA Center, San Francisco Public Library

Harvey Milk was born in 1930 in Woodmere, New York. His parents, William and Minerva Milk, were born in Lithuania. Harvey knew he was gay during high school. He was a popular student interested in many things, including playing football and opera.

After he attended college, Harvey Milk joined the U.S. Navy. The U.S. Department of Defense created a policy in 1949 that said that gay people were not allowed to serve in the military. Harvey Milk did not let this discrimination stop him. He didn't say he was gay when he signed up, and at first, no one asked him.

In 1955, the Navy asked Milk if he was gay. In response, Milk resigned from the Navy. If he did not resign, he would have been court-martialed. When someone is court-martialed, they are put on trial for breaking the rules of the military. He was given a "less than honorable discharge" despite serving the nation in the Korean War.

In 1972, Milk moved to San Francisco, where he opened a camera store. The store became a neighborhood center. He quickly became a leader in the gay community. After store owners in the area tried to stop two gay men from opening a store, Milk and a few other business owners founded the Castro Village Association. The Castro Village Association supported LGBTQ-owned businesses.

Harvey Milk decided to get involved in politics because he wanted to help the gay community secure and protect their civil rights. He ran for the San Francisco Board of Supervisors. He lost that race but became known in local politics. He would run again and finally win in 1977. Harvey Milk became one of the first openly gay elected officials in United States history.

Harvey Milk: Politician



<u>Harvey Milk</u> by Daniel Nicoletta, <u>CC BY-SA 3.0</u>, via Wikimedia Commons

When Harvey Milk was elected to office, he had a position that would give him the power to advocate for and raise awareness of the need to secure and protect the civil rights of all. His election made news across the country and the world.

Harvey Milk worked to serve all people, not just LGBTQ people. He developed an agenda of changes he wanted to see. He sponsored an important anti-discrimination

bill during this time. He worked on creating daycare centers to help working mothers and building low-cost housing in the city. In addition, he spoke out on important matters in his state and the country. These were matters of interest to LGBTQ people, women, racial and ethnic minorities, and other marginalized communities. _____

One of these important issues was a California ballot initiative, Proposition 6. This law would have required gay teachers to be fired from their jobs. This discriminatory idea was spread by State Senator John Briggs. Harvey Milk was strongly against this measure, and it was voted down. The injustice of this initiative caused Milk and others to campaign against it. During this time, many people attended gay pride marches in San Francisco and Los Angeles. _____

The hatred against gay people in the United States was very strong. Milk received death threats often. He was aware that he might be killed for being gay and advocating for the rights of gay people. In November 1978, a former employee killed Harvey Milk and Mayor George Moscone inside City Hall.

Harvey Milk was the topic of many books and movies, including an opera. These include a biography, *The Mayor of Castro Street* (1982), a documentary, *The Times of Harvey Milk* by Robert Epstein (1984), and a drama, *Milk* (2008). These books and movies raise awareness about Milk's work to secure and protect civil rights for all.

A statue of Milk was unveiled in the center rotunda at San Francisco City Hall in 2008.

After his death, President Obama gave Milk the Presidential Medal of Freedom in April 2013. In 2021, the U.S. Navy launched one of its ships, the USNS Harvey Milk. It was the first U.S. Navy vessel to be named for an openly gay person. It was estimated that as many as 100,000 service members had been discharged from the U.S. military for being gay.

Harvey Milk believed that the government should represent all individuals. The government should ensure that all citizens are treated equally and give people the services they need. He worked hard for LGBTQ people to be included in the political process. He thought that the more gay people lived openly instead of hiding who they were, the more their families and friends would support protections for their equal rights. The Harvey Milk Foundation is dedicated to its vision of equality and authenticity for everyone, everywhere.

Student Sources

Video: The Life of Harvey Milk

Harvey Milk's Own Words

"All young people, regardless of sexual orientation or identity, deserve a safe and supportive environment in which to achieve their full potential."—Harvey Milk _____

"It takes no compromise to give people their rights. It takes no money to respect the individual. It takes no survey to remove repressions."—Harvey Milk _____

Text sources:

The Official HARVEY MILK Biography
Harvey Milk | Biography, Facts, & Assassination | Britannica
Blue and "Other Than Honorable" Discharges (U.S. National Park Service)
U.S. Navy launches ship named after gay rights leader Harvey Milk: NPR

Gloria Steinem—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

- 1. Why did Gloria Steinem work to secure and protect civil rights? (Who or what motivated her to work for the equality of all?)
- 2. How did Gloria Steinem take action to secure and protect civil rights? (Did she advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a "W" if it shows why Gloria Steinem worked to secure and protect civil rights.
- Write an "H" if it shows <u>how</u> Gloria Steinem took action to secure and protect civil rights.

Gloria Steinem: The Early Years



Gloria Steinem at the LBJ Library in 1975 Public Domain, via Wikipedia

Gloria Steinem was born in Toledo, Ohio, in 1934. She became a political activist and author advocating for women's civil rights. The fight for women's civil rights was also known as the Women's Liberation Movement. This movement began in the 1960s and continues today.

Gloria Steinem grew up in a house trailer with her parents. They traveled in the trailer during her early years because her father was a traveling salesman. Her parents divorced when she was 12 years old. She then lived with her mother in Ohio. For the first time, she began going to school regularly. During this time, she cared for her

mother, who struggled with mental illness. While in high school, she moved to Washington, D.C., to live with her sister.

Steinem graduated from Smith College in Massachusetts in 1956. She went to India for two years on a scholarship. While there, she participated in nonviolent protests, which was the beginning of her life of activism. She learned a great deal about protesting injustice while she was there.

Gloria Steinem: Women's Rights Activist



<u>Gloria Steinem</u> by Gage Skidmore, CC BY-SA 3.0, via Wikipedia

Gloria Steinem has long advocated for the civil rights of women. She believes that women should have the same rights, responsibilities, and opportunities as men.

In 1960, she was living in New York City and began working as a writer and journalist. At that time, most of the work in this field was done by men. Women were assigned stories for the "women's pages" in a publication. The topics of these pages included housekeeping, cooking, fashion, and more. Steinem wanted to report on politics and other important stories. She faced opposition from the men in the field. However, over time, her work became more political and more accepted. _____

In 1968, she helped found *New York Magazine*, where she became an editor and political writer. She reported on political campaigns and progressive movements. She continued to give speeches and travel the country. Steinem participated in many protests. _____

Steinem was part of a small group of women who founded the National Women's Political Caucus in 1971. This group works to recruit, train, and help women get elected

to political office. Steinem believes that having women in government is an important step in protecting and securing civil rights for all.
In 1972, Steinem created a magazine that addressed issues from a feminist point of view. The magazine was named <i>Ms.</i> and pronounced "Mizz." Traditionally, women were addressed as "Mrs" if they were married and "Miss" if they were not. The title "Ms." took away the focus on marriage and allowed women to be viewed as individuals.
Ms. wrote articles that raised awareness of issues such as unequal pay and limited job opportunities for women. When Ms. began, women weren't allowed to get credit cards in their own names. They had to rely on their husbands or parents to borrow money. Steinem remained an editor and writer for the magazine for the next fifteen years and continued her involvement long after that. Ms. is still published to this day!
Steinem was very involved in political organizations and became a leading advocate for the Women's Liberation Movement. This included the National Organization for Women (NOW). She also created a television documentary that addressed women's issues, and she published many articles and books on this topic. Steinem dedicated her life's work to the Feminist Movement. She wrote a book called <i>Outrageous Acts and Everyday Rebellions</i> about her experiences being an activist for civil rights.
Gloria Steinem was awarded the Presidential Medal of Freedom in 2013 by President Barack Obama. This honor is given to individuals who have contributed to the United States in a meaningful way. She received many other awards and recognition for her work in advancing women's rights.
Gloria Steinem has continued her work, especially in the areas of gender roles, nonviolent conflict resolution, and the rights of Indigenous peoples. She currently lives in New York City.
Student Sources
Video: Gloria Steinem: For Women, the Golden Rule Needs to Be Reversed The Oprah Winfrey Show OWN, YouTube Gloria Steinem's Own Words "The future depends entirely on what each of us does every day; a movement is only people moving."—Gloria Steinem
"We need to remember across generations that there is as much to learn as there is to teach."—Gloria Steinem

Text sources:

Gloria Steinem | Biography & Facts | Britannica

Gloria Steinem | National Women's History Museum

http://www.gloriasteinem.com/about

An Oral History of 'Ms.' Magazine -- New York Magazine - Nymag

Gloria Steinem - Students | Britannica Kids | Homework Help

Fred Korematsu—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

- 1. Why did Fred Korematsu work to secure and protect civil rights? (Who or what motivated him to work for the equality of all?)
- 2. How did Fred Korematsu take action to secure and protect civil rights? (Did he advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **"W"** if it shows <u>why</u> Fred Korematsu worked to secure and protect civil rights.
- Write an "H" if it shows <u>how</u> Fred Korematsu took action to secure and protect civil rights.

Fred Korematsu: Japanese American



<u>Fred Korematsu and Family, - Wikipedia</u> courtesy of the family of Fred T. Korematsu, <u>CC BY 2.0</u>, via Wikipedia

Toyosaburo Korematsu was born in Oakland, California, in 1919. A teacher gave him the name "Fred." She said it was easier to say than his Japanese name. Koremastsu went by "Fred" for the rest of his life. Fred Korematsu's parents were immigrants from Japan, and they ran a flower nursery in California. Fred Korematsu had three brothers. In this picture, he is the second person from the right.

After he graduated from high school in 1938, Fred Korematsu became a welder. A welder is someone who joins metal together using heat and gas. _____

In 1941, during World War II, the nation of Japan bombed Pearl Harbor in Hawaii. After this happened, people in the United States began to discriminate against people of Japanese descent, including Japanese American citizens. Fred Korematsu and the other Japanese welders were fired from their jobs by the Boilermakers Union because of their ethnicity. ("Ethnicity" is membership of a group with a shared culture, history, and language.)

Japanese people who lived in the United States, including Japanese American citizens, were treated like enemies of the United States. In February 1942, the United States government ordered all people of Japanese descent to leave their homes. They were told to report to prison camps across the country. The United States said that all Japanese people in the country were a security threat. The actions of the United States violated the civil rights of Japanese Americans.

Fred Korematsu's parents and three brothers reported to the camp. However, Fred Korematsu refused to go. He stayed in Oakland, California, but was arrested three weeks later and taken to jail.

While Fred Korematsu was in jail, he was contacted by a lawyer named Ernest Besig. Besig worked for the American Civil Liberties Union (ACLU). The ACLU is an organization that works, often through legal action, to secure and protect the civil rights of all. The ACLU believed that the civil rights of Japanese Americans were being violated by the relocation order. Besig asked Fred Korematsu if he would be willing to challenge his arrest all the way to the Supreme Court. Fred Korematsu said, "Yes!" Korematsu believed in liberty and the lessons in American ideals he had learned in school. He wanted to fight for his rights!

While he waited for his trial, Fred Korematsu was sent to the same camp as his parents and brothers. Korematsu lived in a horse stall and had a cot with a straw mattress and one light bulb. Korematsu felt that the camp was worse than jail. _____

Fred Korematsu: Advocate for Civil Rights



<u>Fred Korematsu</u> courtesy of the Korematsu Family, <u>CC</u> BY 2.0, via Wikimedia

The ACLU and Korematsu appealed his conviction all the way to the Supreme Court. His lawyers presented his case in October 1944. In December 1944, the Supreme Court said that Korematsu did not have a strong case. A judge stated that Korematsu lived on the West Coast. This was the area that was considered a military area during the war. The majority of the Supreme Court justices supported the U.S. government. These justices stated that the relocation was justified by fear that people of Japanese origin would act against the United States if Japan invaded the West Coast. _____

However, several justices disagreed with the decision. They believed that this type of racial discrimination was wrong. They worried that it would make it okay for the government to continue discriminating against groups of people in this way.

Korematsu was very upset by this decision. He believed the prison camps were wrong. He said that thousands of Japanese people were sent to prison without a trial. He said this was not democratic. All people deserve the right to defend themselves in court. _____

Two weeks after the decision by the Supreme Court, President Roosevelt's administration began to let some Japanese Americans return home. Korematsu's parents returned to Oakland in May 1945 to find their flower nursery destroyed and neglected. Thousands of people who had been in the prison centers felt they had nowhere to go. _____

After the war, Korematsu got married and had two children. He continued to experience discrimination because he was Japanese American. He was fired from his job fixing hot water tanks in Salt Lake City, Utah, when he asked to be paid the same salary as White workers. For decades, his memories of being relocated caused him pain. He did not speak about his arrest or the prison camps very often. In fact, his children learned about it in high school history class.

In 1981, a researcher uncovered evidence that the U.S. government had presented false information to the Supreme Court in Korematsu's case. They also hid information that proved Japanese Americans' loyalty to the country. Korematsu returned to federal court, hoping to be cleared of his crime. In 1983, a federal judge overturned (threw out) his conviction. Fred Korematsu no longer had a criminal record for refusing to report to the relocation center. Fred Korematsu had used legal action to fight for his civil rights several times. Finally, he won! This was an important moment in the fight for civil rights in this country. But Fred Korematsu was not done fighting for civil rights! _____

He worked with other activists to hold the United States accountable for its actions. In 1976, President Ford apologized to the Japanese Americans who were forcibly relocated. In the 1980s, Korematsu traveled to Washington, D.C., to advocate for the passage of the bill called the Civil Liberties Act of 1988. This would grant an official apology from the U.S. government and a payment of \$20,000 for each person of Japanese American descent forced to relocate to a prison camp. In August 1988, President Reagan signed the Act into law.

Korematsu was awarded the Presidential Medal of Freedom in 1998 by President Clinton. He was invited to speak at numerous events and university campuses all over the United States about his experience. By doing this, he was able to raise awareness of the importance of fighting to secure and protect the civil rights of all. _____

Korematsu died in March 2005 at the age of 86. In 2010, California made January 30 Fred Korematsu Day of Civil Liberties and the Constitution. This was his birthday. This was the first day to be named for an Asian American in the United States. Korematsu's work continues to inspire people of all backgrounds and demonstrates the importance of speaking up to fight injustice.

Student Sources

Video: <u>Loyal American: Fred Korematsu | BRI's Homework Help Series</u> by the Bill of Rights Institute, YouTube

Fred Korematsu's Own Words

"If you have the feeling that something	is wrong,	don't be	afraid t	to speak i	up."—	Fred
Korematsu						

"No one should ever be locked away simply because they share the same race, ethnicity, or religion as a spy or terrorist. If that principle was not learned from the internment of Japanese Americans, then these are very dangerous times for our democracy."—Fred Korematsu

Text sources:

<u>Fred Korematsu Fought Against Japanese Internment in the Supreme Court... and Lost Smithsonian Magazine Fred's Story - Korematsu Institute</u>
<u>Fred Korematsu | Encyclopedia.com</u>

Ella Baker—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

- 1. Why did Ella Baker work to secure and protect civil rights? (Who or what motivated her to work for the equality of all?)
- 2. How did Ella Baker take action to secure and protect civil rights? (Did she advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a "W" if it shows why Ella Baker worked to secure and protect civil rights.
- Write an "H" if it shows <u>how</u> Ella Baker took action to secure and protect civil rights.

Ella Baker: Leader Through Cooperation



Ella Baker via snccdigital.org via snccdigital.org

Ella Baker was born in Virginia in 1903. She was raised in North Carolina. She learned about injustice early in life from her grandparents, who were formerly enslaved.

Baker's grandmother told her stories about slavery and Baker was inspired by her grandparents' lives. After slavery ended, they lived on and worked the land where their family had been enslaved. Over time, they bought the land. Owning this property gave the family pride. Baker saw the way rural Black people in the South could work to change their own lives.

After graduating from college, Baker moved to New York City and began her career as a civil rights activist in the 1930s. She understood the power of people planning together. In 1940, Baker began working for the National Association for the Advancement of Colored People (NAACP). With the NAACP, Baker traveled the South and met with Black people who lived in rural areas. She planned leadership conferences in Chicago and Atlanta. These conferences brought activists together to plan. Much of her work focused on cooperation. _____

Baker was inspired by the Montgomery Bus Boycotts in 1955 and 1956. In 1957, she began working with the Southern Christian Leadership Conference (SCLC) and Martin Luther King, Jr. With SCLC, she focused her work on voter registration. Black people in the South struggled to register to vote because of Jim Crow restrictions and fear of violence.

Ella Baker: "Fundi"



Ella Baker via ellabakercenter.org via ellabakercenter.org

"Fundi" is a Swahili word for a person with lots of knowledge who teaches the next generation. Swahili is an East African language. Ella Baker was called "Fundi" because she gave her wisdom as a civil rights activist to young people. Baker saw the potential of students to bring lots of energy to the Civil Rights Movement.

Baker was inspired by the Greensboro sit-ins in 1960, where students peacefully protested against segregated restaurants. Baker saw how the activism of college students in North Carolina inspired other people to stage sit-ins. She chose to focus on this younger generation of the Civil Rights Movement.

In 1960, Baker helped establish the Student Nonviolent Coordinating Committee (SNCC). SNCC was a way to bring college activists together. They continued the work that was begun by sit-ins. Baker taught many activists in SNCC, who continued to lead the Civil Rights Movement. These people also played a role in major civil rights work and events.

Baker's work with SNCC was one way that she brought cooperative activism to the Civil Rights Movement. She believed that change came when people led together. Baker helped SNCC plan many of its largest projects. In 1961, she helped organize the Freedom Rides. These rides brought attention to segregation in bus stations. In 1964, she helped register Black voters in Mississippi. _____

Baker continued to work with younger leaders for the rest of her career. She focused on education as a civil right. Her work as an organizer was not seen by the television cameras. She has not always been recognized for her civil rights work even though she was involved in many important moments in civil rights history.

Student Sources

Video: <u>Ella Baker - 'The Mother of the Civil Rights Movement'</u> by Black History in Two Minutes (or So), YouTube

Ella Baker's Own Words

"The major job was getting people to understand that they had something within their power that they could use, and it could only be used if they understood what was happening and how group action could counter violence."—Ella Baker _____

"This may only be a dream of mine, but I think it can be made real."—Ella Baker

Text sources:

Who Was Ella Baker?- Ella Baker Center for Human Rights
Ella Baker- SNCC Digital Gateway

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Dolores Huerta—Activist Research Packet

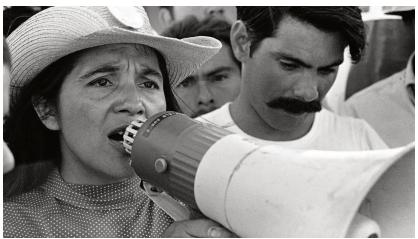
As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

- 1. Why did Dolores Huerta work to secure and protect civil rights? (Who or what motivated her to work for the equality of all?)
- 2. How did Dolores Huerta take action to secure and protect civil rights? (Did she advocate, raise awareness, take legal action, or participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a "W" if it shows why Dolores Huerta worked to secure and protect civil rights.
- Write an **"H"** if it shows <u>how</u> Dolores Huerta took action to secure and protect civil rights.

Dolores Huerta: Supporter of Farm Workers



Dolores Huerta Organizing March 1969, 05-06 by George Ballis, license via takestockphotos.com

Dolores Huerta was born in 1930 in New Mexico. Her father was the son of Mexican immigrants. Her parents divorced when she was young. After that, she moved to Stockton, California, with her mother. Her mother worked very hard as a waitress and factory worker. She saved her money and bought a hotel. _____

Stockton, California, was a farming community. The people who worked on the farms were paid very low wages. Most farm workers were people of color. The largest numbers of farm workers were Mexican or Filipino. Farm workers moved around a lot

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to find work. They followed the seasons of the crops. The work was very difficult.
Dolores Huerta's mother was a community activist. She let poor farm workers stay at her hotel for little or no money. She understood what it meant to struggle and wanted to help.
Dolores was an excellent student. After high school, she went to college and returned to Stockton to become a teacher. Many of the children in Dolores Huerta's class were the children of farmer workers. The children came to school dirty. Sometimes, her students did not have shoes. She visited their homes and found out that they did not have drinking water or bathrooms. The farmer workers were paid so poorly that they could not afford to take their children to the doctor.
Dolores Huerta believed these conditions were not fair. The workers deserved better working conditions and pay for their hard work. They should not have to breathe in harmful chemicals as they worked in the fields. She decided to take action to protect their rights.
Dolores Huerta left her teaching job to become an activist. In the 1950s, she founded the National Farm Workers Association with an activist named Cesar Chavez. Together, they worked to protect the rights of migrant farm workers. Later, the National Farm Workers Association became known as the United Farm Workers (UFW).
In 1965, the UFW organized a strike in order to protest the working conditions of farm workers in the grape industry. A strike is when a group of workers refuses to do their job until their employer agrees to treat them better. The grape workers were striking for better pay and working conditions
The UFW also organized a boycott. They asked Americans not to buy table grapes to show they supported the farm workers. In 1966, inspired by the march from Selma to Montgomery for Black voting rights, the UFW, led by Dolores Huerta and Cesar Chavez, organized a March for Justice in the Fields.
The march began in Delano, California, where many grape farms were located. The marchers traveled 280 miles by foot to the state capital, located in Sacramento. The march was a protest to demand legislation to protect the rights of farm workers. The strike, boycott, and march led to progress. One farm company agreed to work with the UFW to agree on wages and working conditions for the grape pickers.

Dolores Huerta: "Sí Se Puede"—"Yes We Can!"



<u>Dolores Huerta</u> by Gage Skidmore, <u>CC BY-SA</u> 2.0. via Wikimedia

In 1972, Dolores Huerta attended a rally for farm workers' rights in Arizona. At the rally, she said "Sí Se Puede"—"Yes we can!" to the crowd. She told them that change had happened for workers in California, and it could happen in Arizona, too.

During her time working with the UFW, Huerta helped to pass laws to protect workers' and immigrants' rights. Her activism helped to pass a California bill that provided driver exams in Spanish and legislation that legalized most undocumented immigrants who arrived in the country prior to 1982.

In 2002, Dolores Huerta was honored with a \$100,000 Nation/Puffin prize for Creative Citizenship. She used the money to start the Dolores Huerta Foundation (DHF). The DHF trains people to become activists to support the struggle for civil rights for all. In 2012, she was awarded the Presidential Medal of Freedom. _____

In 2023, Dolores Huerta is still an activist! She fought to protect the rights and safety of farm workers during the COVID pandemic. She says she will continue to keep fighting as long as she can.

Student Sources

Video: Dolores Huerta: "Yes we can!" by Untold History, YouTube

Dolores Huerta's Own Words

"Every moment is an organizing opportunity, every person a potential activist, every minute a chance to change the world."—Dolores Huerta _____

"If people don't vote, everything stays the same. You can protest until the sky turns yellow or the moon turns blue, and it's not going to change anything if you don't vote."—Dolores Huerta

Text sources:

Life Story: Dolores Huerta

Dolores Huerta: The Civil Rights Icon Who Showed Farmworkers 'Sí Se Puede': The Salt: NPR

Marching for Justice in the Fields (U.S. National Park Service)

<u>Dolores Huerta Day Curriculum</u> (Dolores Huerta Foundation)

Clyde Bellecourt—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

- 1. Why did Clyde Bellecourt work to secure and protect civil rights? (Who or what motivated him to work for the equality of all?)
- 2. How did Clyde Bellecourt take action to secure and protect civil rights? (Did he advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a "W" if it shows why Clyde Bellecourt worked to secure and protect civil rights.
- Write an "H" if it shows <u>how</u> Clyde Bellecourt took action to secure and protect civil rights.

Clyde Bellecourt: Nee-gon-we-way-we-dun



Clyde Bellecourt, Indian Activist Detroit News, courtesy of Walter P. Reuther Library, Archives of Labor and Urban Affairs, Wayne State University

Clyde Bellecourt was born in 1939 in Minnesota. He was a part of the Ojibwe Nation. He was born and grew up on the White Earth Indian Reservation. The White Earth Indian Reservation was created by the United States government in 1867 because the government wanted to open land in Minnesota to White settlers. The United States put great pressure on the Ojibwe people to relocate to the reservation. Bellecourt's name was Nee-gon-we-way-we-dun, which means "Thunder Before the Storm." He was one of twelve children born to Charles and Angeline Bellecourt. His father had

fought in World War I (1914–18) and was injured. As a result, he was unable to work. The family lived in a small house and was very poor.

Bellecourt attended school, but he did not like it. He was angry that Indigenous people were not talked about respectfully and were typically described as violent. He quit school and could not find a job. He was then involved in robberies and was sent to jail for his crimes. _____

Bellecourt gave up hope in prison. He stopped eating. He thought he would die in prison. However, another prisoner gave him a book to read. The book was all about Ojibwe history. He became proud to be an Ojibwe and regained hope.

In prison, Clyde Bellecourt met another Ojibwe man, Dennis Banks. The two men created the American Indian Movement (AIM) in 1968 in Minnesota. Bellecourt's brother Vernon was part of this group, as were others. They founded AIM because they wanted to work to secure and protect the civil rights of Indigenous people. They did much of their work in Minneapolis, Minnesota. Another goal of AIM was to help stop racial profiling. Racial profiling happens when people are assumed to be guilty of a crime. This assumption is based on a person's race, color, or ethnicity. Racial profiling is discrimination.

Clyde Bellecourt: Founder of AIM



Clyde Bellecourt by M Spencer Creative Commons Attribution 2.0 Generic license via Wikimedia

In 1953, Congress ended its recognition of more than 100 Indigenous nations. This meant that the government stopped giving them money and stopped protecting their land. As a result, a large number of Indigenous people moved from reservations to the cities. In the cities they found a lack of educational opportunities. They also experienced racial profiling by the police.

The American Indian Movement (AIM) was created by Clyde Bellecourt and others in 1968. They created the group because they wanted to improve living conditions and work against discrimination toward Indigenous people. The organization, under Bellecourt's leadership, set up job training programs, educational programs, and youth centers. They worked to force the government to provide better housing for Indigenous people. They set up schools such as the Heart of the Earth Center for American Indian Education in Minneapolis, Minnesota. The center focused on Indigenous history and traditions.

One of the first things that AIM did was to organize a patrol. The job of the patrol was to watch for possible cases of police harassment and brutality against Indigenous Americans. People in the patrol took pictures, asked police for badge numbers, and monitored what police were saying using radio scanners. They did this to make sure that Indigenous people's rights weren't being violated. _____

AIM quickly became well known as a national force, and its membership grew. In the early 1970s, AIM participated in many protests. The group did this to make injustices public. AIM organizers wanted to draw attention to the federal government's history of broken promises to Indigenous Americans.

In 1972, AIM organized the Trail of Broken Treaties Protest. Hundreds of Indigenous Americans drove across the country in large groups. They began on the West Coast and drove to Washington, D.C. The group spoke up for Indigenous rights issues, including creating a separate government for Indigenous Americans, the return of lands to the Indigenous owners, and new treaties between the U.S. government and Indigenous nations. They also wanted the government to create a special agency in Washington, D.C. The purpose of the agency would be to rebuild Indigenous communities. When they got to Washington, D.C., they held a sit-in at a government office for a whole week.

President Richard Nixon took the protest seriously. He supported the rights of Indigenous nations to decide issues for themselves. Congress passed the Indian Self-Determination and Education Assistance Act of 1975. This reversed the 1953 termination policy and gave recognition and federal funding money to the nations.

In the 1990s, AIM split into two groups. Some of the members did not like Clyde Bellecourt's style of leadership. He and his brother Vernon were not allowed to stay in the group after they were accused of several crimes. These included working with the

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U.S. government in secret and drug activity. The brothers said that they were innocent and that the charges against them were made up.
Clyde's brother Vernon became active in the fight to rename American sports teams. He convinced the National Collegiate Athletic Association (NCAA) to change the use of Indigenous American mascots during its tournaments in 2005. Two teams became known as the Cleveland Guardians and (in 2020) the Washington Commanders.
Bellecourt stayed active in fighting for the rights of Indigenous Americans. He tried to improve their lives and focused on the need for better education. A study in 2001 showed that only 15 percent of Indigenous children graduated from high school. Because of this, he called for changes in the Minneapolis schools.
Clyde Bellecourt remained active in the fight for the rights of Indigenous people until his death. He died in January 2022 at the age of 85.
Student Sources
Video: <u>Storied 1968: American Indian Movement</u> by the Minnesota Historical Society, YouTube
Clyde Bellecourt's Own Words
"This generation of children is the 7th generation. Not just Indian children but white, black, yellow, and red. Our grandfathers said that the 7th generation would provide new spiritual leaders, medicine people, doctors, teachers, and our great chiefs. There is a spiritual rebirth going on."—Clyde Bellecourt
"We're trying to convince people we're human beings and not mascots."—Clyde Bellecourt
Text sources: https://www.notablebiographies.com/Ba-Be/Bellecourt-Clyde.html https://www.pbs.org/newshour/nation/american-indian-movement-leader-clyde-bellecourt-dead-at-85 https://www.bistory.com/topics/pative-american-bistory/american-indian-movement-aim

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Bayard Rustin—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

- 1. Why did Bayard Rustin work to secure and protect civil rights? (Who or what motivated him to work for the equality of all?)
- 2. How did Bayard Rustin take action to secure and protect civil rights? (Did he advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in the paragraph:

- Write a "W" if it shows why Bayard Rustin worked to secure and protect civil rights.
- Write an "H" if it shows <u>how</u> Bayard Rustin took action to secure and protect civil rights.

Bayard Rustin: Organizer and Collaborator



<u>Rustin</u> Warren K. Leffler, Public Domain, Wikimedia

Bayard Rustin was born in 1912 in Pennsylvania. His grandparents introduced him to the Civil Rights Movement as a child. His grandmother, Julia, was a member of the National Association for the Advancement of Colored People (NAACP).

The town where he grew up segregated its elementary school, library, and movie theater. Bayard Rustin spoke up against this segregation as a teenager. As a young

man, he moved to Harlem, New York. There were more opportunities for African Americans there.

While he was living in New York, Bayard Rustin learned that a man named Gandhi was using the strategy of nonviolent protest to help India win independence from Great Britain. Rustin became a strong believer in nonviolence. He believed it could help African Americans secure and protect civil rights in the United States. He began to travel across the United States to teach people about the strategy of nonviolence. He spoke at colleges and churches. He paid particular attention to African American youth groups.

As he worked to raise awareness about the strategy of nonviolence, he also took action against discrimination. In Chicago, he organized the boycott of a barber who refused to cut his hair because he was Black. In a Midwestern college town, he organized a boycott of a restaurant that refused to serve him. Bayard Rustin protested bus segregation as well. When he was traveling from Kentucky to Tennessee, he refused to sit in the back of the bus. He was arrested and beaten by police. Rustin also took action to help desegregate the military.

Bayard Rustin was a great organizer and teacher. One of the most important contributions that he made to the Civil Rights Movement was teaching people about nonviolence and how to use it to secure and protect civil rights. His work helped to make events like the Montgomery Bus Boycott, the Lunch Counter Sit-ins, and the March on Washington successful.

Bayard Rustin: Unsung Civil Rights Hero



Rustin (left) O. Fernandez, Public Domain, Wikimedia

Bayard Rustin was involved in many events during the Civil Rights Movement. Yet, he was not always recognized for his work. Rustin was gay, and gay people were greatly

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discriminated against in the United States at that time. Rustin was an important organizer of events in the Civil Rights Movement.
Rustin helped teach Dr. Martin Luther King, Jr., about nonviolence. Rustin organized the March on Washington, where Dr. Martin Luther King made his "I Have a Dream" speech.
It was difficult for Bayard Rustin to work because of the way some people in the U.S. thought about gay people. Some civil rights leaders did not want Rustin to receive credit for his work. He was criticized throughout his life, even after he organized some of the major civil rights events of the 1960s. Bayard Rustin was not ashamed to be gay. He lived his life as a gay man and did not hide who he was. He believed that all people deserved equal treatment. Later in his life, Rustin became more involved in the Gay Rights Movement of the 1980s
Student Sources
Video: <u>Brother Outsider - The Life of Bayard Rustin</u> by California Newsreel, YouTube Bayard Rustin's Own Words "Let us be enraged about injustice, but let us not be destroyed by it."—Bayard Rustin
"If we desire a society without discrimination, then we must not discriminate against anyone in the process of building this society."—Bayard Rustin
Text sources: <u>Before Montgomery: Bayard Rustin and the Fight for Racial Justice During World War II The National WWII Museum New Orleans</u> <u>Bayard Rustin - Britannica</u>

Bayard Rustin: Brother Outsider - Rustin.org

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Name:	Date:
Student Response Pack	et (Activist for the Civil Rights of Other Groups)
Task 1: Activist Research	
	tes on your Activist Research Packet resources, use terials to answer the following questions:
1. Why did this activist work	to secure and protect civil rights?
_	
2. How did this activist take	e action to secure and protect civil rights?
_	

Task 2: Historical Connections

Part 1: Describe the work of your activist in comparison to an earlier activist for civil rights.

Each of the people in the table below took action to secure and protect civil rights. Choose <u>one</u> person from this list and describe one relevant similarity and one relevant difference between their work and the work of your civil rights activist (for example, consider methods, goals, tools, jobs, experiences).

Note: This assessment is open-notebook. You can refer to your notes and handouts for the lessons below when writing your answer to this question.

Activist	Lesson #
Abraham Lincoln	Lessons 5–9
Carter Woodson or Tessie McGee	Lesson 13 Extension
Sharecropper (Budross, John Starling, Jack Fowler)	Lesson 12
Frederick Douglass	Lessons 2–4
William Lloyd Garrison	Lessons 2–4
Harriet Tubman	Lessons 2–4
John Brown	Lessons 2–4
Harriet Beecher Stowe	Lessons 2–4

3. How was the work of your activist and a historical activist similar?

4. How was the work of your activist and a historical activist different?
Part 2: Describe a relevant connection between your activist and the history of African American civil rights struggles from the 19th and 20th centuries.
Choose <u>one</u> of the vocabulary words from the table below. Use it to answer the question:
5. Why was the work of your civil rights activist necessary?

Key Term	Definition
exploit (v.)	to treat unfairly for gain or profit
discriminate (v.)	to treat a person or group unfairly or differently from other people or groups, for example, because of race, religion, age, disability, sex, or identity
segregate (v.)	to separate people of different races

Choose <u>one</u> of the items from the table below and answer the question:
6. How and why did this item make it possible for your activist to secure and protect civil rights?

ltem	Definition
13th Amendment	ended slavery (the right to own human beings and steal their labor) in the United States
14th Amendment	provided equal protection under the law for all citizens
1st Amendment	provided freedom of speech and freedom of the press to all citizens
NAACP	the National Association for the Advancement of Colored People
15th Amendment	provided African American men with the right to vote
19th Amendment	provided women with the right to vote
Declaration of Independence	declared that all men are created equal and entitled to life, liberty, and the pursuit of happiness
Shepard Mallory, Frank Baker, and James Townsend	escaped to Union territory at the beginning of the Civil War

Exemplar—Student Responses

Rosa Parks-Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

- 1. Why did Rosa Parks work to secure and protect civil rights? (Who or what motivated her to work for the equality of all?)
- 2. How did Rosa Parks take action to secure and protect civil rights? (Did she advocate, raise awareness, take legal action, participate in protests?)

On the line at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **"W"** if it shows <u>why</u> Rosa Parks worked to secure and protect civil rights.
- Write an "H" if it shows <u>how</u> Rosa Parks took action to secure and protect civil rights.

Rosa Parks: More Than a Secretary



Rosa Parks National Archives, Public Domain, Wikipedia

Rosa McCauley Parks was born in Alabama in 1913. From an early age, Parks attended segregated schools. She saw school buses for White children going to one school and school buses for Black children going to another school.

W

Parks knew what it meant to live in the Jim Crow South. She saw racism. She saw and experienced the way Black people were treated. As a child, the Ku Klux Klan marched through her town. Her father guarded the family's home out of the fear of the Klan. **W**

In 1943, Parks began working for the NAACP as a secretary. She was the only woman at the Montgomery branch. Women were not given many opportunities to take on leadership roles, and Parks did not always feel like her work was respected. But she was determined to take action to secure and protect the civil rights of African Americans. **<u>H</u>**

In 1955, she attended a training in Tennessee for activists who wanted to work to end segregation. This training helped prepare her for December 1, 1955. On this day, she refused to give up her seat for a White passenger and move to the back of a segregated bus. Parks was arrested for this act of protest. Parks wanted to get arrested. By getting arrested, she could raise awareness of the problem of segregation. **H**

Four days after Parks was arrested, the Montgomery Improvement League (MIL) organized a boycott of Montgomery's buses. Seventy percent of the passengers on public buses in Montgomery were Black. They refused to ride the segregated buses. As a result of the boycott, the Montgomery bus company lost 30,000-40,000 fares per day. The bus boycott lasted for 381 days. The boycott caused major disruptions to businesses and the people of Montgomery. **H**

In 1956, the Montgomery Improvement League took legal action against the city of Montgomery. The MIL argued that bus segregation violated the 14th Amendment. In November 1956, the Supreme Court ruled that bus segregation was illegal, and Montgomery and all other places in the United States were ordered to stop segregating their buses. Many civil rights activists contributed to the success of the Montgomery Bus Boycott. Rosa Parks was an important part of the movement that helped secure and protect the civil rights of people in Montgomery.

Rosa Parks: Mother of the Freedom Movement



Rosa Parks Schlesinger Library, Public Domain, Wikimedia

Rosa Parks became a symbol of the Civil Rights Movement because of her role in the Montgomery Bus Boycott. People began calling her "the mother" of the freedom movement.

Yet Parks's decision to become the face of civil rights in the 1950s was not always celebrated. Parks was a seamstress in Montgomery, Alabama. After her protest, she was fired from this job. She was threatened by people who did not want African Americans to protect and secure their civil rights. **W**

In 1957, Parks left Alabama and moved to Detroit, Michigan, with her husband. She spent decades working as a secretary to John Conyers, a Black congressman. She supported and participated in his efforts to advocate for the protection of the civil rights of all Americans. **H**

In 1992, Parks published an autobiography titled *My Story*. The book describes her work as a civil rights activist. *My Story* helps to raise awareness of the importance of working to secure and protect civil rights for all. **H**

Rosa Parks Day is celebrated in California and Missouri. In addition, Ohio, Oregon, and Texas all recognize December 1st, the day of her arrest.

Rosa Parks's Own Words

"I'd see the bus pass every day... But to me, that was a way of life; we had no choice but to accept what was the custom. The bus was among the first ways I realized there was a black world and a white world."—Rosa Parks \mathbf{W}

"I did not want to be mistreated, I did not want to be deprived of a seat that I had paid for. It was just time...there was an opportunity for me to take a stand to express the way I felt about being treated."—Rosa Parks $\mathbf{H} + \mathbf{W}$

Question 1: Why did the activist work to secure and protect civil rights?

- Rosa Parks was discriminated against because she was African American.
- Rosa Parks attended segregated schools as a student in Alabama.
- Rosa Parks had to sit at the back of the bus and give her seat to White passengers.

Question 2: How did the activist work to secure and protect civil rights?

- Rosa Parks worked with the NAACP to protest segregation and discrimination against Black people.
- She refused to give up her seat on the bus to a White passenger and was arrested. This protest led to the Montgomery Bus Boycott and the Supreme Court's ending segregation on buses.
- Later, Parks wrote a book to share her story and encourage others to work to secure and protect civil rights.

Name:	Date:
Student Response Pack	net (Activist for African American Civil Rights)
Task 1: Activist Research	
	tes on your Activist Research Packet resources, use terials to answer the following questions:
1. Why did this activist work	to secure and protect civil rights?
2. How did this activist take	action to secure and protect civil rights?

Task 2: Historical Connections

Part 1: Describe the work of your activist in comparison to an earlier activist for civil rights.

Each of the people in the table below took action to secure and protect civil rights. Choose <u>one</u> person from this list and describe one relevant similarity and one relevant difference between their work and the work of your civil rights activist (for example, consider methods, goals, tools, jobs, experiences).

Note: This assessment is open-notebook. You can refer to your notes and handouts for the lessons below in writing your answer to this question.

Activist	Lesson Number
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Harriet Tubman	Lessons 2–4
John Brown	Lessons 2–4
Harriet Beecher Stowe	Lessons 2–4

3. How was the work of your activist and a historical activist similar?

4. How was the work of your activist and a historical activist different?
Part 2: Describe a relevant connection between your activist and the history of African American civil rights struggles from the 19th and 20th centuries.
Choose one of the issues from the table below. Use it to answer the question:
5. How and why did this issue make it necessary for your activist to take action to secure and protect civil rights?

Issue	Lesson #
Literacy tests and poll taxes	Lesson 19
Segregation ("separate but equal")	Lesson 13
White supremacy	Lesson 14
End of Reconstruction (federal government leaves the South)	Lesson 12

Choose <u>one</u> of the items from the table below and answer the question:

6. How and why did this item make it possible for your activist to secure and protect civil rights?

ltem	Definition
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19th Amendment	Provided women with the right to vote
Declaration of Independence	Declared that all men are created equal and entitled to life, liberty, and the pursuit of happiness
the Union victory in the Civil War	The Confederate States of America ends

Exemplar—Student Responses

Rosa Parks-Activist Research Packet

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- 1. Why did Rosa Parks work to secure and protect civil rights? (Who or what motivated her to work for the equality of all?)
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Parks knew what it meant to live in the Jim Crow South. She saw racism. She saw and experienced the way Black people were treated. As a child, the Ku Klux Klan marched through her town. Her father guarded the family's home out of the fear of the Klan. <u>W</u>

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Rosa Parks: Mother of the Freedom Movement

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Grade 5, Unit 4: Slavery, the Legacy of the Civil War, and the Struggle for Civil Rights for All

Resources for Educators

As you prepare to teach this unit, we encourage you to deepen your own understanding of the content you will be covering with students. Throughout the lesson plans, sidebars highlight opportunities for you to learn more about various topics and historical events being covered, including links to a wide range of external resources. This document provides a complete list of these linked resources and a brief description of each to support your continued learning.

Cluster 1: The Abolitionist Movement and the Causes of the Civil War

Author	Resource	Use
Lesson 2		
PBS	The Abolitionists	Clips from the series "The Abolitionists" as well as additional information curated for the series

Cluster 2: The Civil War

Author	Resource	Use
Lesson 5		
Vox	How the Republican Party went from Lincoln to Trump	Background on the shift in what "Republican" means
Little, Becky	How the 'Party of Lincoln' Won Over the Once Democratic South	Background on the shift in what "Republican" means
Lesson 7		
Hughes, Louise	Thirty Years a Slave, Excerpts	A book about Louis Hughes's experience
Lesson 9		
Lincoln, Abraham	Gettysburg Address	The text of the entire Gettysburg Address

Cluster 3: Progress and Backlash after the Civil War

Author	Resource	Use
Lesson 10		
Touba, Mariam	"We Are All Americans:" Ely S. Parker at Appomattox Court House	Information about Ely Parker, who helped to draft the surrender documents that were signed by Robert E. Lee
Digital History	America's Reconstruction: People and Politics After the Civil War	Information about the meaning of freedom and Black and White responses to the end of slavery
Facing History and Ourselves	Enacting Freedom	Information about the meaning of freedom and Black and White responses to the end of slavery
Lesson 13		
Pilgrim, David	Who Was Jim Crow?	Information about the Jim Crow character from a racist musical show
Lesson 15		
The Editors of Encyclopedia Britannica	National Association of Colored Women's Clubs	Information about the National Association of Colored Women's Clubs
Oberlin College Archives	The Niagara Movement	Information about the Niagara Movement, the immediate predecessor of the NAACP

Cluster 4: The Struggle for Civil Rights for All

Author	Resource	Use
Lesson 16		
Ray, Michael	Emmett Till	Biography of Emmett Till
Tikkanen, Amy	Mamie Till	Biography of Mamie Till- Mobley
Lesson 18		
Extinction Rebellion (XR) UK	The Children's March 1963	Full video of The Children's March, 1963

Zinn Education Project	Sept. 15, 1963: 16th Street Baptist Church Bombing	Information about the KKK's bombing of the 16th Street Baptist Church, which had been the gathering place for children as they prepared to protest and an important meeting place of the Civil Rights Movement
Lake, Ellen	20,000 Pupils Stay Out of Class; Boston Freedom Schools Overflow	About school walkouts and protests where children took action to secure their civil rights
Boston Before Bombing	Freedom Schools	About school walkouts and protests where children took action to secure their civil rights
Zinn Education Project	Feb. 3, 1964: New York City School Children Boycott School	About school walkouts and protests where children took action to secure their civil rights
Rodríguez, Noreen Naseem and Vickery, Amanda E.	Much Bigger Than a Hamburger: Disrupting Problematic Picturebook Depictions of the Civil Rights Movement	Explanation of how the Civil Rights Movement was bigger than wanting experiences like eating at a particular lunch counter or having new books
Lesson 19		
The Martin Luther King, Jr. Research and Education Institute	Student Nonviolent Coordinating Committee (SNCC)	Information about the Student Nonviolent Coordinating Committee's effort to implement the Mississippi Freedom Democratic Party
SNCC Digital Gateway	<u>Mississippi Freedom Democratic</u> <u>Party (MFDP)</u>	Information about the Student Nonviolent Coordinating Committee's effort to implement the Mississippi Freedom Democratic Party
Evans, Farrell	How Jim Crow-Era Laws Suppressed the African American Vote for Generations	Information about restrictive voting practices in the first part of the 20th century
Constitutional Rights Foundaiton	Suppressing the Vote	Information about restrictive voting practices in the first part of the 20th century
Cornell Law School	Shelby County v. Holder	Information about the Shelby County v. Holder case



Grade 5, Unit 4: Slavery, the Legacy of the Civil War, and the Struggle for Civil Rights for All

Picture Book List

This list contains grade-appropriate, content-aligned books that could be used alongside this unit. Some of these books appear directly in the curriculum as part of lesson extension activities, while others are suggestions from Investigating History teachers and could supplement instruction by being taught in a literacy block, added to a classroom library, or read aloud as a whole class. Teachers should review any materials they use with students, including the books on this list, which does not constitute an endorsement or recommendation by DESE.

Books in the Curriculum

Author	Title	Lesson
Eloise Greenfield	The Great Migration	14
Eloise Greenfield and Jan Spivey Gilchrist	The Great Migration: Journey to the North	14
Walter Dean Myers and Bonnie Christensen	Ida B. Wells: Let the Truth Be Told	15
Annette Bay Pimentel and Nabi H. Ali	All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything	20