

Lesson / Unit Title: The Civil Rights Movement / Survival in Sarajevo

Teacher Name(s): Ana Serro

School District: Newark Public Schools (Newark, NJ 07103 USA)

Building: Science Park High School

Grade Level: 11

Subject: American History (US History II)

Time Required: Five periods (40 minutes classes)

Lesson/Unit Summary (*synopsis*): Students will build a more complex and deeper understanding about the Civil Rights' Movement as well as the activists and their non-compliance/non-violence approaches to halt the laws and challenge the people in positions of power that oppose changes to the status quo. Students will contrast the defiance from the Civil Rights activists to that of the defiance of laws in Sarajevo during the war in the 1990s. Also, students will find similarities and differences between both historical events especially the key players' determination to stand up for justice, peace, racial equality, equal opportunity, or just doing the right thing on behalf of the oppressed. Next, students will learn that collaboration, communication, determination, defiance, resilience, and bravery are key elements to counter wrong doing regardless of the time period. Lastly, this lesson aims to help students recognize their potential as agents of social change and how leadership can come from anyone who cares enough, not just the famous.

Big Idea (s)/Essential Questions for Lesson / Unit

1. Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?
2. What impact did the Dred Scott case and the Emancipation Proclamation have on the early struggle for civil rights?
3. Why did the Supreme Court interpret early civil rights laws and the 14th Amendment narrowly in the late 19th century?
4. What gains did the movement make in desegregating schools and public places in the mid-20th century?
5. What other goals did the Civil Rights Movement strive for in the middle and late 1960s?
6. In what ways did the Civil Rights Movement evolve in the late 1960s and early 1970s?
7. What overall impact did the civil rights movement have?
8. Why is the struggle for social justice a reoccurring theme throughout history?
9. Should racial equality be a concern for every member of any given society?
10. Why are democracy and civil society everyone's responsibility to maintain?

Enduring Understanding:

1. The Civil Rights Movement fulfilled the promises of equality as stated in the Declaration of Independence and United States Constitution.
2. The Civil Rights Movement caused dynamic changes in American culture, politics, and jurisprudence.
3. The Civil Rights Movement won many of its early victories in the area of school desegregation by posing legal pressure to change the oppressive system.
4. Great advancements occurred in the areas of voting rights, equal housing, and desegregation in the 1950s and 1960s.
5. The Civil Rights Movement changed over time, with certain groups becoming more militant and sometimes violent.
6. Most agree that while the Civil Rights Movement made great strides, true racial equality has yet to be achieved.
7. Various approaches were taken by the activists within the movement to ensure the passing of key legislation.
8. Key/important figures and political and social leaders in the Civil Rights Movement gained recognition for their heartfelt commitment to change.
9. Recognize trends in American society that evolved during the Civil Rights Movement.
10. The movement brought about equal rights and solidified the guarantees established in the U.S. Constitution and the Bill of Rights.
11. The Civil Rights Movement championed the passing of legislation that was long overdue for African Americans.
12. The civil rights movement was a mass popular movement that fought for equal opportunity in employment, housing, education, as well as the right to vote and the right of equal access to public facilities.
13. When democratic values are gone, the institutions that safeguard people's rights are in great danger.
14. Maintaining a civil society is everyone's responsibility.

Vocabulary / Key Terms for Lesson / Unit:

<https://quizlet.com/5345874/civil-rights-movement-key-terms-flash-cards/>

- **Martin Luther King Jr.** - a Baptist minister, introduced a speech
- **Rosa Parks** - an African American seamstress, Civil Rights leader that refused to give up her seat on the bus
- **Thurgood Marshall** - first black U.S. Supreme Court justice
- **Malcolm X** - well-known African American radical, a famous speaker
- **Stokely Carmichael** - U.S. Civil Rights leader
- **Huey Newton/ Bobby Seale**- founders of the Black Panther Party
- **James Meredith** - U.S. Civil Rights leader whose college registration cause riots
- **NAACP** - an interracial U.S. organization working for political and civil equality of black people
- **SNCC** - U.S. civil-rights organization formed by students and active especially during the 1960s, whose aim was to achieve political and economic equality for blacks through local and regional action groups.
- **Black Panthers** - A militant Black Power organization founded in the 1960s by Huey Newton and others.

- **CORE** - Congress of Racial Equality
- **SCLC** - a civil-rights organization founded in 1957 by the Rev. Martin Luther King, Jr.
- **Kerner Commission** - group set up to investigate the causes of race riots in American cities in the 1960s
- **Twenty-fourth Amendment** - an amendment to the U.S. Constitution, ratified in 1964, forbidding the use of the poll tax as a requirement for voting in national or U.S. Congressional elections.
- **Voting Rights Act of 1965** - law passed at the time of the civil rights movement. It eliminated various devices that had traditionally been used to restrict voting by black people. It authorized the enrollment of voters by federal registrars in states where fewer than fifty percent of the eligible voters were registered or voted.
- **Civil Rights Act of 1964** - A federal law that authorized federal action against segregation in public accommodations, public facilities, and employment.
- **Freedom Summer** - a highly publicized campaign in the deep South to register blacks to vote during the summer of 1964
- **Selma March** - March for voting rights
- **Sit-in** - an organized passive protest, especially against racial segregation, in which the demonstrators occupy seats prohibited to the, as in restaurants and other public places.
- **Boycott** - to refuse to have dealings with
- **March on Washington** - 1963 demonstration in which more than 200,000 people rallied for economic equality and civil rights
- **Equal Employment Opportunity Commission** - an independent federal agency created under the civil rights act of 1964, to eliminate discrimination
- **Lyndon B. Johnson** - 36th president of the U.S.
- **Project "C"/ Protests in Birmingham** - a plan advised by Martin Luther King Jr.
- **Freedom Rides** - a bus trip made to parts of the southern U.S. by persons engaging in efforts to integrate racially segregated public facilities (composed of black and white college students)
- **Brown v. Board of Education** - court case stating that Jim Crow laws were unconstitutional
- **Plessy v. Ferguson** - court case stating Jim Crow laws are constitutional
- **Montgomery Bus Boycott** - when the blacks of Montgomery, Alabama, decided that they would boycott the city buses until they could sit anywhere they wanted
- **Earl Warren** - U.S. lawyer and political leader: Chief Justice of the U.S.
- **de jure segregation** - segregation that is imposed by law
- **de facto segregation** - Racial segregation, especially in public schools, that happens "by fact" rather than by legal requirement.
- **Jim Crow laws** - any state law discriminating against black persons.

New Jersey Academic Standards: <http://www.corestandards.org/ELA-Literacy/RH/9-10/1/>
 (Include standards' numbers and statements)

- Key Ideas and Details:

[CCSS.ELA-Literacy.RH.9-10.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[CCSS.ELA-Literacy.RH.9-10.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- Craft and Structure:

[CCSS.ELA-Literacy.RH.9-10.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

[CCSS.ELA-Literacy.RH.9-10.6](#)

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

- Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RH.9-10.7](#)

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

- Range of Reading and Level of Text Complexity:

Implementation of Rigor: DOK: (Depth of Knowledge):

https://www.google.com/search?q=dok&source=lnms&tbn=isch&sa=X&ved=0ahUKewjo25Of-eLSAhXF5yYKHdQdB0wQ_AUIBigB&biw=1252&bih=580

Level 4: Synthesize & connect / Cite Evidence & Analyze

Level 3: Assess and compare / Construct & critique

Lesson / Unit Objective (s):

Upon conclusion of this lesson, TLWBAT:

1. Analyze the importance of the movement's strategies to gain basic civil rights and the overall effects of their demands.
2. Trace the role of the Civil Right Movement in challenging the status quo, the authorities and their unfair laws by assessing its multiple aims/functions and contrasting them to the strategies and approaches employed by La Benevolencia to help and assist the suffering-people living in Sarajevo during the war (Survival in Sarajevo film)
3. Assess the success of the Civil Rights Movements in ending racial discrimination by comparing and contrasting primary and secondary sources.
4. Trace the tactics implemented from both the Civil Rights activists and La Benevolencia in addressing the needs and concerns of the oppress people they sought to help by assessing the legacy of their tactics and approaches.

5. Interpret the experience of the movement' activist and the outcomes of their input by writing journal entries in response to primary sources.
6. Evaluate the contributions of key people in the Civil Rights Movement by analyzing primary sources to better understand their determination to gain the overdue civil rights and compare it to La Benevolencia approach to help their neighbors (Catholics, Muslims, Orthodox).

Anticipatory Set

1. KWL Chart (What do you **K**now, What do you **W**ant to know, What did you **L**earn?)
2. Do now: (essential questions)
 - Are all American entitled to the same civil rights? Explain.
 - What are the risks of demanding rights? Explain.
 - Why may some people fight against equal rights?
 - What rights are worth fighting for?
 - Do civil rights depend upon government's actions/interference?
 - What might be some reasons people risked their lives for the freedom or wellbeing of others?
 - "We will continue our journey one way or another We are prepared to die." Jim Zwerg, Freedom Rider
 - "I say, Segregation now! Segregation tomorrow! Segregation forever! George Wallace, Alabama Governor, 1963
 - How effective was the Civil Rights Movement in bringing forth social change in the U.S.A?
 - Was the Civil Rights Movement a true cultural revolution? Why? Why not?

Instructional Procedures and Activities:

Stimulating Strategy:

After discussing the students' input from their KWL chart, I will use the projector to show pictures, posters, and quotes for the Civil Rights Movement in order to prompt strong reactions from students to help them develop empathy and sympathy for fellow human beings who have faced oppression regardless of the time period. Students will record their reactions on their journal and then share with the class.

Questions to use during the projector display:

1. What do the illustrations and signs tell you about African American's struggles for civil rights?
2. What kind of treatment do you suppose these people had experienced? Why do you think so?
3. Was the Civil Rights Movement a true Cultural Revolution? Why? Why not?

Procedures:

Day 1: The class will be divided into small groups and students will read primary sources from RLAH. Each group will have a different Document Base Question (DBQ) package and will discuss and answer the questions at the end of it. Then students will be regrouped to teach one another the content of their own DBQ and discuss the significance, strategies, and approaches of each civil rights group. <https://sheg.stanford.edu/sourcing-poster>

Day 2: Students will watch the Centropa film: Survival in Sarajevo and use a Venn Diagram to compare both events (Sarajevo/Civil Rights Movement). Upon completion of this task a class discussion will follow, highlighting defiance, resilience, bravery, and collaboration as key components to counter wrong doing especially the oppression of innocent people regardless of the time period <https://www.template.net/business/word-templates/venn-diagram-template/>

Day 3: Students will conduct research about major social, political, economic, environmental, or cultural issues in their community and select 1 to create a “Service Project” for Centropa. Thorough inquiry of the chosen issue is required because students need to know in depth how such issue affects their community and how it needs to be dealt with in order to address it. Next, they will create a service project with a detailed plan of action that shows the strategies, approaches, and proposals/solutions to address the issue. The service project needs to show a connection to the Civil Rights Movement and the Sarajevo story in particular the areas of human collaboration/humanitarian aid for a common goal, consistency, resilience, defiance, and bravery (just like in the other two events).

Day 4: Students will continue working with their service project, conducting research, finalizing the last requirements, and deciding how and where to implement it.

Day 5: Students will implement their service project and polish it throughout the weekend before submitting it on Monday.

Extended activities: (some activities can be used as classwork, homework or extra credit)

1. Watch films from YouTube:
<http://www.youtube.com/watch?=-URxwe6LPvkM> history of the Civil Rights Movement
<http://www.youtube.com/watch?=-Sqsb9FqdpVk> An introduction to the Civil Rights Movement
http://www.youtube.com/watch?=-45xwC6M_Gk Eyes on the Prize (part 2) Fighting Back 1957-1962
<http://www.youtube.com/watch?v=-rgklcdmheCg> The Black Power mixtape 1967-1975
sweetish filmmakers filmed the ordeals of African American living in the U.S.A.
2. Create a skit to role-play a scenario for any of the Civil Rights movements covered in class (which students had to read and learn about)
3. Write a letter to an editor expressing your position on the American Civil Rights Movement
4. Link to today: Research Civil and Human Rights Organizations
www.civilrightmuseums.org/assets/2417/CivilHumanRightsOrg.pdf

Assessment (s):

Formative:

- Comparing and contrasting The Civil Rights Movement and Survival in Sarajevo on a Venn Diagram
- Create 2 high order thinking questions (HOTQs) for class discussion about the most effective tactics employed by the people who stood up for justice in Sarajevo and the Civil Rights Movement
- Section quiz from textbook (the Americans) or online <https://quizlet.com/5345874/civil-rights-movement-key-terms-flash-cards/>
- List the ten top Civil Rights Activist throughout U.S. History and describe their role in terms of equality, then have students watch the following film and let them compare their list to the film's list and defend their reason for choosing the people on their list. (film's list: Rosa Parks, Harvey Milk, Angel Davis, Cesar Chavez, Thurgood Marshall, Susan B. Anthony, Frederick Douglass, Malcolm X, Abraham Lincoln, Martin Luther King Jr.) <http://www.youtube.com/watch?=-wrVWEKpnOQE> Top Ten American Civil Rights Activists.

Summative:

- Expository Essay: 5 paragraphs) Students will read 2 articles using the sourcing reading strategy to better understand the authors' claims. Then they will use both articles to write the essay explaining the authors' main ideas in a logical/clear/concise manner, comparing and contrasting their points of view, and providing their own analysis of both authors' perspectives (see rubric at the end of the lesson).
<https://www.gilderlehrman.org/history-by-era/civil-rights-movement/essays/different-perspectives-civil-rights-movement>
<https://newsela.com/articles/lib-civil-rights-movement-cases/id/29895/> (these 2 sources will be used for the essay and for the Sourcing reading strategy).
- Conduct research about major social, political, economic, environmental, or cultural issues in the community and select 1 to create the "Service Project" for Centropa Researching an issue in the community that needs to be dealt with and create a service project with a detailed plan of action that addresses the issue. The service project needs to show a connection to the Civil Rights Movement and the Sarajevo story in particular the areas of human collaboration/humanitarian aid for a common goal, consistency, resilience, defiance, and bravery just like in the other two events.

Differentiated Instruction:

- Students paired based on learning level and tasks delegated appropriately.
- Incorporate activities and strategies that appeal to multiple intelligences and learning styles.
- Incorporate cooperative learning strategies to facilitate peer assistance to all students.
- Provide ancillary materials and re-teaching assignments to students who require additional practice on the content, themes, concepts and skills of the unit.
- The primary documents can be disseminated according to reading level.

- All classified students will receive accommodations based on their IEPs.
- Guided reading notes may also be provided.

Materials:

- Textbook: The Americans Chapter 29 McDougal-Little: 2005, The Underground Rail Road from McDougal Littell (handout)
- Centropa film: Survival in Sarajevo: http://www.centropa.org/centropa-cinema/prezivjeti-u-sarajevu-prijateljstvo-za-vrijeme-rata?subtitle_language=
- Blank Venn Diagram: <https://www.template.net/business/word-templates/venn-diagram-template/>
<https://www.template.net/design-templates/print/blank-venn-diagram/>
- 2 Articles for Essay: 1. <https://www.gilderlehrman.org/history-by-era/civil-rights-movement/essays/different-perspectives-civil-rights-movement>
2. <https://newsela.com/articles/lib-civil-rights-movement-cases/id/29895/>
- Primary sources from Reading Like a Historian (RLAH) <https://sheg.stanford.edu/cold-war-culture-civil-rights>
- Vocabulary defined <https://quizlet.com/5345874/civil-rights-movement-key-terms-flash-cards/>
- pen/pencil/line paper/computer paper
- Computers with internet access
- Primary sources from RLAH
- Rubric for Expository Essay

Themes:

1. Continuity and Change / Change over Time
2. Civil Rights
3. Equal and Economic Opportunity

Excellent Sites used for this lesson:

<https://www.gilderlehrman.org/history-now/2006-06/civil-rights-movement> various civil rights movements

- http://www.socialstudies.com/pdf/ZP397sample_CivilRightsMovementTG.pdf lesson plans
- <https://www.gilderlehrman.org/history-by-era/1945-present/sixties/timeline-terms> terms defined
- <https://quizlet.com/5345874/civil-rights-movement-key-terms-flash-cards/> games, quiz, matching, etc
- <https://sheg.stanford.edu/intro-materials> (RLAH: Reading Like a Historian) teaching materials, lesson plans, primary/secondary sources

- http://www.socialstudieshelp.com/lesson_105_notes.htm very good secondary source for the Civil Rights Movement

Other Great Sources:

- Dred Scott Decision:
<http://www.pbs.org/wgbh/aia/part4/4p2932.html>
- Emancipation Proclamation:
<http://memory.loc.gov/ammem/alhtml/almintr.html>
- Jim Crow laws:
<http://www.jimcrowhistory.org/>
- Brown v. Board of Education of Topeka, Kansas:
<http://www.lib.umich.edu/exhibits/brownarchive/>
- Little Rock Nine:
http://www.centralhigh57.org/The_Little_Rock_Nine.html#index.html
- Montgomery Bus Boycott:
<http://www.montgomeryboycott.com/>
- Freedom Rides:
http://www.stanford.edu/group/King/about_king/encyclopedia/freedom_rides.htm
- Integration of the University of Alabama:
http://www.ua.edu/openingdoors/history_openingdoors.html
- James Meredith and Ole Miss:
<http://www.jfklibrary.org/meredith/>
- March on Washington:
http://www.stanford.edu/group/King/about_king/encyclopedia/march_washington.html
- Civil Rights Act of 1964:
http://www.stanford.edu/group/King/about_king/encyclopedia/enc_civil_rights_bill.htm
- 16th Street Baptist Church Bombing:
http://www.bplonline.org/resources/Digital_Project/SixteenthStBaptistBomb.asp
- Freedom Summer:
<http://www.newseum.org/mississippi/>
- Civil rights workers (Schwerner, Chaney, and Goodman) murder:
<http://www.law.umkc.edu/faculty/projects/ftrials/price&bowers/price&bowers.htm>
- Selma to Montgomery Marches:
<http://www.lbjlib.utexas.edu/johnson/lbjforkids/selma-mont.shtm>
- <https://edsitement.neh.gov/lesson-plan/kennedy-administration-and-civil-rights-movement#sect-activities>
- <https://www.gilderlehrman.org/history-now/2006-06/civil-rights-movement>

NAME: _____

DATE: _____

PER.: _____

Rubric for Civil Rights Movement Expository Essay

	Excellent 10-8 points	Good 7-5 points	Adequate 4-2 points	Insufficient 1-0 points
Essay format: : Intro (grabber), Thesis, 3 arguments to prove thesis, conclusion	Presents a clear, well developed essay	Presents some sort of essay structure but elements are vague	Elements of essay structure are missing	Presents an unclear thesis and content is illogical
Outside Knowledge/ Prior Knowledge	Introduces three events from outside knowledge that supports task	Introduces two events from outside knowledge that supports task	Introduces one events from outside knowledge that supports task	Introduces no events from outside knowledge that supports task
Analysis of documents	Supports thesis with relevant evidence	Supports thesis with limited, but appropriate evidence	Attempt to support thesis but evidence is weak	Provides minimal or irrelevant evidence
MLA formatting: grammar, usage, mechanics	Contains one minor error	Contains two or three errors	Contains more than four errors	No evidence of revision, essay has too many errors
Writing Expression/ High-level writing	Writing demonstrate clear understanding of task as well as high level of writing skills	Writing style has minor errors that do not affect the structure of essay or content	Contains some errors that affect the quality of essay, writing style and content	Contains major errors that affect the quality of the essay
Essay has 5 well-written paragraphs	Essay fulfills requirement of well- written paragraphs (5)	Essay only provides 4 somewhat well-written paragraphs	Essay only provides 3 weak-written paragraphs	Essay does not fulfill the requirement

Intro (1st paragraph): grabber, universal idea, thesis, evidence of supporting paragraphs

Grabber: opening sentence (sophisticated and strong statement, Ex. Quote, question, etc)

Thesis: argument to prove throughout the essay

Body paragraphs: 3 supporting paragraphs (starts with topic sentence/arguments to prove thesis, followed by concrete details from both documents.

Conclusion (last paragraph): restatement of thesis, summary of evidence, concluding statement (could be a quote or a strong personal statement).

SELMA TO MONTGOMERY QUIZ:

http://www.socialstudies.com/pdf/ZP397sample_CivilRightsMovementTG.pdf lesson plans

<http://www.lbjlib.utexas.edu/johnson/lbjforkids/selma-mont.shtm>

1. Who was the Federal Judge who issued an order permitting the march from Selma to Montgomery?
2. Through which three counties did the Selma to Montgomery marchers walk to reach Montgomery?
3. How many miles did the Selma to Montgomery marchers walk to reach the Capitol steps in Montgomery?
4. What two national civil rights organizations played an important role in the march from Selma to Montgomery?
5. Who was the photographer whose pictures are seen in the exhibit? From what state did he come?
6. What was the final destination of the marchers when they reached Montgomery?
7. Name three celebrities who sang and entertained the crowd as they gathered on the athletic field of the Catholic complex called The City of St. Jude.
8. Who were three of the landowners who provided campsites along the route for the Selma to Montgomery March?
9. Name the bridge which became famous as a result of the Selma to Montgomery march.
10. What is the name of the church in Selma from which the march began on March 7, 1965?