

WARRIOR'S DON'T CRY
UNIT OBJECTIVE

STUDENTS WILL:

- what it was like to be a Little Rock 9 student
- what views did others in America have concerning integration in 1954 (drawn from list below)

MATERIALS

Eight selections from Warriors Don't Cry
Warriors Don't Cry – Background (see attachment)

ACTIVITIES

1. Pass out selected chapters to students for home work
2. Determine what life like for the black students integrating Central HS in 1954: obstacles; feelings, emotions, disruptions to life, benefits
3. Determine points of view of other Americans at the time: each student will draw a card telling them who they are during the Little Rock Crisis:
4. Perspectives

One of the Little Rock 9 (all)

- a. White student at high school
 - b. Teacher at high school
 - c. Administrator at high school
 - d. Black townspeople in Little Rock
 - e. White townspeople in Little Rock
 - f. White northern American in New York
 - g. Black northern American in Boston
 - h. 101st Airborne soldier (sent in by President Eisenhower to protect Little Rock 9)
 - i. National Guardsperson (sent in by Gov. Faubus to protect Little Rock 9; mostly southerners who did not want integration)
5. Students will take notes on
 - what it was like to be a Little Rock 9 student
 - what views did others in America have concerning integration in 1954 (drawn from list above)

DAY 2

We will discuss what it was like to be a black student at Little Rock High school
Students will turn in first chapter and take a second
Students will continue to take notes (above)

DAY 3

We will discuss what it was like to be a black student at Little Rock High school
Students will turn in second chapter and take a third
Each student will write on prepared class blog a 250-word entry describing how their person views the events in Little Rock and why and how they feel about it and why.

DAY 4

We will read the blog in class and discuss the impact of the civil rights movement had on the different sectors of American society.

LESSON PLAN - Day 1

Date:
Unit: Chapt 29: Civil Rights
Section: 29:1
MA Standards: See Attached
Essential Question: Unit: How did the Civil Rights movement re-establish the goals of the 14 th and 15 th Amendment?
Section: What were the roots of the Civil Rights movement?
Ties to today: Do minorities today have full rights in the US?
Objective/Essential knowledge To explain how legalized segregation deprived AA of their rights as citizens. To describe NAACP's legal challenges to the Plessy decision. To describe the divided reaction to the Brown decision. To trace the development of the Montgomery bus boycott. To explain the philosophy of MLK To summarize the role young people played in the Civil Rights movement <u>*SUPPLEMENTAL INFORMATION FROM KLARMAN ON CHANGES IN AMERICA DURING WWI WHICH MAKE BROWN V. BOARD DECISION POSSIBLE (see attachment)</u>
Essential Vocabulary: see attached
Activator: TBD
Learning Activities Constitution: reread and discuss 14 th & 15 th Amendments Review: Reconstruction legislations Brown v. Board: pass out and read Klarman's thesis – Discuss; revisit at end of unit for student opinion as to value (see attachment) Movie Eyes on Prize: Little Rock 9 [if time movie <i>Eyes on Prize</i> Emmet Till] Primary sources: 14 th & 15 th Amendments POV: Lesson : <i>Warriors Don't Cry</i> : See: lesson objective
Summarizer: TBD
Homework: Go2 Read and take notes on <i>Warriors Don't Cry</i>

UNITED STATES HISTORY
Mrs. Kersteen
Chapter 29: Civil Rights
Section #1: Taking on Segregation pp. 856-64
1945-1960

14th Amendment p. 353	
15th Amendment p. 355	
Civil Rights Act of 1875	
Literacy tests p. 474 Poll tax Grandfather Clause	
Jim Crow Laws p. 474	
Plessy V. Ferguson	
Thurgood Marshall	
SCLC	
SNCC	
Sit-ins	

In what three ways did World War II help set the stage for the modern civil rights movement?

What caused the Brown v. Board of Education case to appear before the Supreme court, what did the Brown ruling declare and why?

What was the second Brown ruling in 1955 and what was the reaction to it?

What caused the Little Rock crisis (1957) and how did President Eisenhower respond to it?

Describe the Montgomery Bus Boycott in 1955: what caused it, who led it, what effect did it have?

Who was Martin Luther King Jr? What was his philosophy and what group did he form?

LESSON PLAN - Day 2

Date:
Unit: Chapt 29: Civil Rights
Section: 29:2
MA Standards: See Attached
Essential Question: Unit: How did the Civil Rights movement re-establish the goals of the 14 th and 15 th Amendment? Section: How did the civil rights movement pressure the federal govt to end segregation to end segregation and ensure voting rights?
Ties to today: Do minorities today have full rights in the US?
Objective/Essential knowledge To identify the goal of the freedom riders. To explain how civil rights activism forced President Kennedy to act against segregation To state the motives behind the 1963 march on Washington To describe how civil rights organizers tried to secure passage of a voting rights act.
Essential Vocabulary: see attached
Activator TBD
Learning Activities Discuss homework Discuss what it was like to be a black student at Central High in Little Rock in 1950's; exchange chapters Movie <i>Eyes on the Prize: Children's Crusade Birmingham</i> Revisit & discuss Klarman's thesis Primary sources: Letter from a Birmingham Jail: POV: Southern white clergyman; southern black clergy man; northern white; northern black Movie: I Have a Dream while reading the speech: POV northern white newspaper; southern white newspaper; black newspaper POV: Lesson: Warriors don't Cry: See lesson objective
Summarizer: TBD
Homework: GO2 Read and take notes on <i>Warriors Don't Cry</i>

UNITED STATES HISTORY
Mrs. Kersteen
Chapter 29: Civil Rights
Section #2 the Triumphs of a Crusade pp. 864-870
1960-1965

James Meredith	
Civil Rights Act 1964	
Voting Rights Act of 1965	
Civil Rights Act of 1968	

Who were the Freedom Riders, what was their goal and what was the Kennedy administration response?

Describe how Birmingham Alabama was desegregated in 1963.

What was the goal of the March on Washington in August 1963?

What was the goal of the Freedom Summer project? Who led the project? Who volunteered for it?

What was the goal of the march from Selma to Montgomery? What role did violence shown on TV play?

What did the March encourage President Johnson to do?

Who was Martin Luther King Jr? What was his philosophy and what group did he form?

LESSON PLAN - Day 3

Date:
Unit: Chapt 29: Civil Rights
Section: 29:3
MA Standards: See Attached
Essential Question: Unit: How did the Civil Rights movement re-establish the goals of the 14 th and 15 th Amendment?
Section: Why did the civil rights movement have a mixed legacy?
Ties to today: Do minorities today have full rights in the US?
Objective/Essential knowledge to compare segregation in the North with segregation in the South to name leaders who shaped the Black Power movement to describe reaction to the assassination of MLK to summarize the accomplishments of the civil rights movement.
Essential Vocabulary: see attached
Activator TBD
Learning Activities Discuss homework Discuss what it was like to be a black student at Central High Revisit and discuss Klarman's thesis Discuss Black separatist movements: Nation of Islam and Black Panthers: how did they view integration & why? Movie 27 min Malcolm X Quick movie clip on Black Panthers discuss Primary sources: POV: Lesson: Warriors Don't Cry: See lesson objective
Summarizer: TBD
Homework: 250 work blog (prepared by teacher) from perspective of point of view assigned: STATE: a student name; perspective; how person viewed integration of Central; actions of others inside and outside of school; view of effects on black students & white; effects on the nation

UNITED STATES HISTORY
Mrs. Kersteen
Chapter 29: Civil Rights
Section #3: Challenges and Changes in the Movement pp. 871-877
1965>

de facto segregation	
de jure segregation	
Malcolm X	
Nation of Islam	
Stokely Charmichael	
Black Panthers	
Affirmative action	

By 1965 what had changed about the civil rights movement?

What was life like in the North for many African Americans?

How did the ideas of SCLC differ from those of the Nation of Islam?

How did the early views of Malcolm X differ from his later ideas?

How did the ideas of the SCLC and the Black Panthers differ?

What was the legacy of the civil rights movement?

LESSON PLAN - Day 4

Date:
Unit: Chapt 29: Civil Rights
Section: 29:3
MA Standards: See Attached
Essential Question: Unit: How did the Civil Rights movement re-establish the goals of the 14 th and 15 th Amendment? Section: How did Americans react to school integration in Little Rock
Ties to today: Do minorities today have full rights in the US?
Objective/Essential knowledge How did northerners react to forced integration through busing? To investigate how various Americans from different parts of society reacted to integration in Little Rock.
Essential Vocabulary: see attached
Activator TBD
Learning Activities Movie: Eyes on the Prize Boston Busing: discuss how Bostoners (northerners) react to forced integration; c/c with southerners Revisit Klarman's thesis: evaluate Read and discuss student blog Primary sources: POV: Student blog: how valid were each person's feelings/perceptions during the Little Rock crisis? How did views then reflect views of Americans today? Esp. views towards minorities today. Had America changed since 1954? Explain.
Summarizer: TBD
Homework:

CHANGES DURING WWII AND COLD WAR

One of the interesting pieces that Klarman makes is that *Brown* was possible because dramatic changes in racial attitudes and practices had *already* occurred in the US prior to 1954. These changes largely came about as a result of WWII and the beginning of the Cold War. He states that half the nation supported *Brown* from the day it was decided and thus it was a conversion of an emerging national consensus into a constitutional command.

Consequently Klarman spends a great deal of time discussing the changes that occurred during WWII. He considers WWII a watershed event in the history of civil rights through its support of democratic ideology, civil rights consciousness among African Americans and political and economic opportunities it created for African Americans. WWII helped African Americans realize the paradox of their fighting fascism within a segregated army and the irony that a black man could die for his country while not voting at home. WWII also contributed to urbanization in the north and the positive effects it had on blacks, the movement of northerners to the south with their moderate views, the erosion of Jim Crow and the consequent decrease of violence in the South over time. These changes were already in place as a result of WWII, before *Brown*, and made the decision possible. (27-33)

Additionally Klarman makes the point that the Cold War had a profound effect on the civil rights consciousness in the nation. He writes that as the US and USSR competed for the allegiance of a predominantly nonwhite Third World, US race relations began to have international significance. US democracy came under the magnifying glass and the way the nation treated blacks became of great importance. Klarman tells of the incident where the Soviet foreign minister wondered how the US could demand Poland have free elections when America did not guarantee them in South Carolina or Georgia! (30)

1. Fight against fascism at home as well as abroad
2. Good enough to die good enough to vote: voter registration
3. rise of black middle class which supported post war civil rights movement
4. Many states blacks held the balance of power between competitive political parties: NY, PA, IL, MI, Oh, MD, MO
5. changing racial attitudes of southern whites: commitment to white supremacy less intense = liberalization of white racial opinions; partially through better education
6. Urbanization > racial progress; cities had better schools & urban mores less restrictive
7. accelerating black emigration from the south
8. growing migration to south of northern whites
9. gradual erosion of Jim Crow's basic premise that the black and white races were fundamentally different

BROWN V. BOARD OF EDUCATION
AND THE CIVIL RIGHTS MOVEMENT

By
Michael J. Klarman

p. 126

Unfortunately, the indirect effects of Supreme Court Decisions cannot be measured with precision. History is not science; one cannot repeat experiments and control for particular variables. Still, one can make a plausible case that *Brown* mattered more in some of these ways than in others. Specifically, I shall argue that *Brown* was less directly responsible than is commonly supposed for the direct-action protests of the 1960's and more responsible for ensuring that those demonstrations would be brutally suppressed by southern law enforcement officers. That violence, when communicated through television to national audiences, transformed racial opinion in the North, leading to the enactment of landmark civil rights legislation.

Back cover of book

Klarman goes behind the scenes to examine the justices' deliberations and recaps his famous backlash thesis, arguing the *Brown* was more important for mobilizing southern white opposition to change than for encouraging civil rights protest and that it was the resulting violence that transformed northern opinion and led to the landmark legislation of the 1960's.

WARRIORS DON'T CRY

Background

National Guard: first Called our by Gov. Faubus to keep black students out of Little Rock HS; then called out to protect them. However they were local white men who in general didn't support integration

101st Air borne: called out by President Eisenhower after first violence against black students to protect the students from violence. More neutral than National Guard. Gradually replaced by National Guard as the school year went along.

Danny: 101st Airborne soldier assigned to Beals to protect her in school; eventually replaced by National Guard soldier.

Mrs. Huckaby: school administrator; only one considered by Beals to be 'somewhat near fair and rational'

Vince: black, young man who interested in Beals

Minnijean: one of Little Rock 9; eventually expelled from Central HS

Andy: white Central HS student who attacked/taunted Beals continually

Link: male, white, blonde Central HS student who comes to aid of Beals when attacked by Andy, loans her his car to escape an attacking crowd; Beals and Link form an uneasy friendship; warns her of upcoming plans of white students to attack/confront Beals and other black students

Nana Healey: Link's black nanny from childhood; let go by his parents without any financial support; she is sick and living in poverty