

Civil Rights Movement  
Syllabus

<b>Date</b>	<b>Classwork</b>	<b>Homework</b>
Day 1	Taking on Segregation –Review - <i>Plessy v. Ferguson</i> Case -13 <sup>th</sup> , 14 <sup>th</sup> , 15 <sup>th</sup> Amendments -Jim Crow Laws	Read <i>Brown v. Board of Education</i> case
Day 2	<i>Brown v. Board of Education</i> - Background of the case - Review the five communities that changed the nation (Smithsonian website) - What issues did the NAACP use to challenge the <i>Plessy</i> decision?	Read <i>Brown</i> Conference Notes and on a separate piece paper briefly summarize the Justices' statements on <i>Brown</i>
Day 3	Review - Conference notes - Legal reasoning behind the decision - Impact of the case	
Day 4	Montgomery Bus Boycott -What caused the boycott? -How did end? -Martin Luther King Jr. - SCLC and SNCC - sit ins - Freedom rides - Little Rock - Selma - March on Washington	Work on "Civil Rights Leaders" assignment sheet ↓
Day 5	Review : Integrating "Ole Miss:" A Civil Rights Milestone - JFK Library website	
Day 6	<i>Eyes of the Prize Video "The Time has Come II (1964-1966) Section</i>	
Day 7	Review Civil Rights leader assignment Challenges and Changes in the Movement: - Malcolm X - Black Panthers - Stokely Carmichael	Compare and contrast the strategies of Malcolm X and Martin Luther King, Jr. Whose strategies do you think were more effective? Explain and support your response.
Day 8	1968 – A Turning Point in Civil Rights Legacy of the Civil Rights Movement	Review
Day 9	Review	Study
Day 10	Test on Chapter 29	

**Ms. Larracuenta**  
**Lesson Plans**

**Unit: Civil Rights Movement**

**Overall objective: To understand the African American struggle for civil rights during the 1950s and 1960s**

**Day 1:**

**Objectives:** Students will be able to

- Identify and discuss the condition and aspiration of freed African Americans in the years following the Civil War
- Identify the social factors that led rise of the Jim Crow segregation
- Explain how legalized segregation deprived African American of their rights as citizens

**Materials:**

- Michael J. Klarman's book *Brown v. Board of Education*
- Copy of 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> amendment
- Summary of Plessy vs Ferguson case

**Strategies:**

- Pass out *Study Guide* for Unit and *Syllabus*
- Day before unit have students read the "Jim Crow Era" section from Michael J. Klarman's book "*Brown v. Board of Education*"
- Explain to students that the end of the Civil War brought massive changes for both African Americans and whites in the South.
- Discuss the new amendments to the Constitution to assist African Americans in achieving equality – 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>
- Discuss how each of the following disenfranchised African Americans
  - Literacy test
  - Lengthy resident requirements
  - Poll tax
  - White primary
  - "grandfather clause"
- Discuss Jim Crow laws
- Review the *Plessy* case. Ask students "What was the main idea of the Supreme Court decision in *Plessy v. Ferguson* (1896)?"
- Assessment: "Legal Equality versus Social Reality"
  - Have students compare the legal rights of African Americans with the social reality of their lives in the southern states at the beginning of the twentieth century.
- Homework: Read the *Brown* case handout

**Day 2:**

**Objectives:** Students will be able

- To identify cases related to the *Brown* case
- To explain the legal reasoning behind the *Brown* decision
- To analyze the historical significance and impact of the *Brown* decision

## Materials:

Website: <http://americanhistory.si.edu/brown/history/4-five/five-communities.html>

LCD Projector

*Brown* conference notes

## Strategies:

- Using the Smithsonian website <http://americanhistory.si.edu/brown/history/4-five/five-communities.html>, review the five cases that made up the *Brown* case.
- Ask students: What do the five cases reveal about the status of race relations in America at the time?
- Discuss the issues the NAACP used to challenge the *Plessy* decision
- Homework: Read *Brown* Conference notes and on a separate piece paper, briefly summarize the Justices' statements on *Brown*

## Day 3

**Objectives:** Students will be able

- To explain the legal reasoning behind the *Brown* decision
- To analyze the historical significance and impact of the *Brown* decision

## Strategies:

- Review conference notes using Michael J. Klarman's outline/summary of reasoning behind decision
- Discuss:
  - What was the key legal judgment in the decision?
  - Reaction of the south
  - Impact of the decision
  - Discuss *Brown II* and the reasoning behind the decision
- Homework: Assign each student a civil rights leader on the *Civil Rights Leaders Research assignment* sheet.

## Day 4

**Objectives:** Students will be able

- To explain the significance of the Montgomery Bus Boycott
- To trace Dr. Martin Luther King, Jr's civil rights activities

## Strategies:

- Website: <http://americanhistory.si.edu/brown/history/6-legacy/achieving-equality.html> – Review
  - The reaction in the south
  - Bus boycott
  - SCLC and SNCC
  - sit ins
  - Freedom rides
  - 1963 March on Washington

- Assessment: Have students answer the following question:  
Do you think the nonviolence used by civil rights activists was a good tactic? Explain.

## Day 5

**Objectives:** Student will be able to

- Explain how civil rights activism forced President Kennedy to act against segregation

**Strategies:**

- Website: [www.jfklibrary.org](http://www.jfklibrary.org) Integrating “Ole Miss:” A Civil Rights Milestone
- Review with students the “Full Story: Chronology” page
- Discuss “Question to Consider” to stimulate discussion

## Day 6 and 7

**Objectives:** Student will be able to

- Identify the leaders of the civil rights movement
- Summarize the accomplishments of the movement

**Strategies:**

- Have students watch the “*Eyes of the Prize II*”
- Homework: Compare and contrast the strategies of Malcolm X and Martin Luther King, Jr. Whose strategies do you think were more effective? Explain and support your response.
- Have students present their posters *Civil Rights Leaders Research assignments*

## Day 8 and 9

**Objectives:** Students will be able to

- Describe the reaction to the assassination of MLK Jr.
- Summarize the accomplishments of the Civil Rights movement

**Strategies:**

- Review the Study Guide with students