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USING THE TEACHING GUIDE AND RESOURCE BOOK

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RESOURCE Book includes:

Student Sheets, Team Sheets, Transparencies, and Documents
Game Cards, Assessments, and Library and Media Resources

SAMPLE

Lesson 8

Martin, Rosa and the Kids

Chapters 14 and 15

Note to the Teacher: During Lessons 8-10, students investigate their selected topics using Chapters 12-16; 19-20; and 24-26 of *All the People*, at least one primary source, and at least one other source. Coordinate the students' research with the language arts teacher, librarian, media specialist, or computer lab teacher to ensure opportunities and resources for the students' investigation of the civil rights movement.

Theme

The extraordinary leadership of Martin Luther King, Jr., and ordinary African American citizens such as Rosa Parks and the nine students who integrated Central High School in Little Rock, Arkansas, galvanized the civil rights movement.

Overview

In the decades following World War II, African Americans refused to acquiesce to the role of second-class citizenship ceded to them by a Jim Crow nation. Black veterans, who had fought Nazi racism abroad, returned to face segregation and discrimination at home. Although President Harry Truman had integrated the armed forces in 1948, legal segregation was woven into the fabric of Southern society, and inequality existed throughout America.

But America would change. It was a glacial change: slow but inevitable, transforming the nation's racial landscape and finally

creating a more just society. Talented leaders, indefatigable citizens, and the influence of a supportive mass media fueled the change. Television and newspapers broadcast the images of angry white mobs, fire hoses, and attack dogs assaulting peaceful black protesters, awakening the moral conscience of America. The eloquence of a young African American minister from Montgomery, Martin Luther King, Jr., stirred both black and white Americans.

Martin Luther King, Jr., grew up in a solidly middle class family in Atlanta, Georgia. His father was pastor of Ebenezer Baptist Church, and his college-educated mother was a musician. King, who had skipped several grades, entered Morehouse College at age fifteen. Because he wanted to help his people, he initially planned to be a doctor or lawyer, but later felt the call to become a minister. At Crozer Theological Seminary in Pennsylvania—King's first experience at an integrated school—he studied the Bible and the writings of Gandhi and Thoreau and discussed nonviolence and social justice. He earned a doctorate in philosophy at Boston University, where he met and married Coretta Scott. After graduation, they felt a moral obligation to return to the South, where King accepted a pastorate at Dexter Avenue Baptist Church in Montgomery, Alabama. The following year, the small Southern city became the focal point of the fledgling civil rights movement.

When forty-three-year-old Montgomery seamstress Rosa Parks refused to give up her seat on a bus to a white passenger, she set off a chain of events that thrust the local civil rights movement—and its leaders—into

the national spotlight. Parks, a well-respected citizen active in the local chapter of the NAACP, was arrested in December 1955 for violating Montgomery's transportation laws. The black community, fed up with sitting in the back of the bus both literally and figuratively, rallied behind Mrs. Parks.

The Montgomery Improvement Association, formed to publicize and support a boycott of the city's buses, elected the Reverend Martin Luther King, Jr., president. King, who believed that nonviolent protest for civil rights would awaken America's moral conscience, saw the boycott as an opportunity to put his beliefs into practice.

The bus boycott dragged on month after month, but the black community refused to be cowed by the backlash from white segregationists. Insurance companies cancelled the policies of cars used to ferry black boycotters, bombs destroyed black homes, Rosa Parks lost her job, and gunfire sprayed King's home. Nevertheless, the boycott continued. In November 1956, the Supreme Court ordered an end to Montgomery's bus segregation. The successful boycott—which had lasted over a year—became an impetus and a template for future civil rights protests.

While the Montgomery boycott and Supreme Court decision rang the death knell for segregation on buses, the effects of Jim Crow lingered. The issue of segregation in schools, while officially decided in the *Brown v. Board of Education* ruling in 1954, dragged on as Southern schools resisted attempts at integration. In September 1957, Arkansas governor Orville Faubus used the Arkansas National Guard to prevent nine black children from entering Central High School in Little Rock. Even though a federal district court ordered him to comply with the *Brown* ruling and allow the students to enroll in the school, Faubus refused to pro-

tect the rights of the nine African American students.

Finally, President Eisenhower, who had remained largely silent on civil rights, intervened rather than see federal laws flouted under the guise of state's rights. He sent one thousand paratroopers to Little Rock and put the state guard under his direct command. The troops stayed in Little Rock for the remainder of the school year—the first deployment of federal troops in the south since Reconstruction.

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- "Martin Luther King, Jr." <http://www.stanford.edu/group/King/>. *Martin Luther King, Jr. Papers Project*. Stanford University. Access date January 2000.
- "Montgomery Bus Boycott." *National Civil Rights Museum*. <http://www.civilrights museum.org>. Access date January 2000.

The Lesson

Focus Activity – 5 minutes

1. Display the Transparency: *A Response to the Brown Decision*.

Students read and respond to this quotation from “The Southern Manifesto,” which was signed by ninety-six Southern congressmen in 1956 in response to the *Brown* decision.

2. The students discuss the following questions in their teams.
 - Do you agree with the perspective of these Southern congressmen? Why or why not?
 - What does this quote reveal about the perspective of its authors? What do the authors believe about race relations between whites and African Americans?

Teaching Activity – 20 minutes

1. Review vocabulary *Words, People, and Places to Remember* written on chart paper.
2. Write the names Martin Luther King, Jr., and Rosa Parks on the chalkboard. The students **Brainstorm** what they know about these people. Explain that today’s reading in *All the People* will add to their store of information about these figures of the civil rights movement.
3. **Reading for a Purpose:** Use **one** of the following techniques to read Chapters 14-15 in *All the People*.

Students read silently or **Partner Read** the chapters to identify the contributions of Martin Luther King, Jr., and Rosa Parks to the civil rights movement.

Read the chapters as students follow along to identify the contributions of Martin Luther King, Jr., and Rosa Parks to the civil rights movement.

4. Pause at the end of each chapter to add information about King and Parks to the list on the chalkboard.

Notes

5. Discuss with the students what traits make a person a hero. Contrast heroes with celebrities, who may be famous for non-heroic reasons. Are Martin Luther King, Jr., and Rosa Parks heroes? Ask students to state their opinions and support them.

Student Team Learning Activity – 30 minutes

Investigating a topic

1. Distribute the Student Sheet: *What I Want To Know*.
2. **Reading for a Purpose:** Explain to the students that today they will search chapters in *All the People* to locate answers to their questions about their topics and organize the information.
3. Explain that as the students work on their questions, more questions may arise and they should write these down on their Student Sheet: *Explore!* During this process, a question or aspect of their topics will emerge as the most interesting or suitable for further research. This will help them to narrow their search and draft a topic sentence if they have not already done so. Explain that a topic sentence is a statement that answers their most interesting question and is supported by information in the body of the paper. They will have the opportunity to search other sources for additional information in the next lessons.

Circulate and Monitor: Visit each team as the students search the chapters and complete their Student Sheets: *What I Want To Know*.

Reflection and Review Activity – 5 minutes

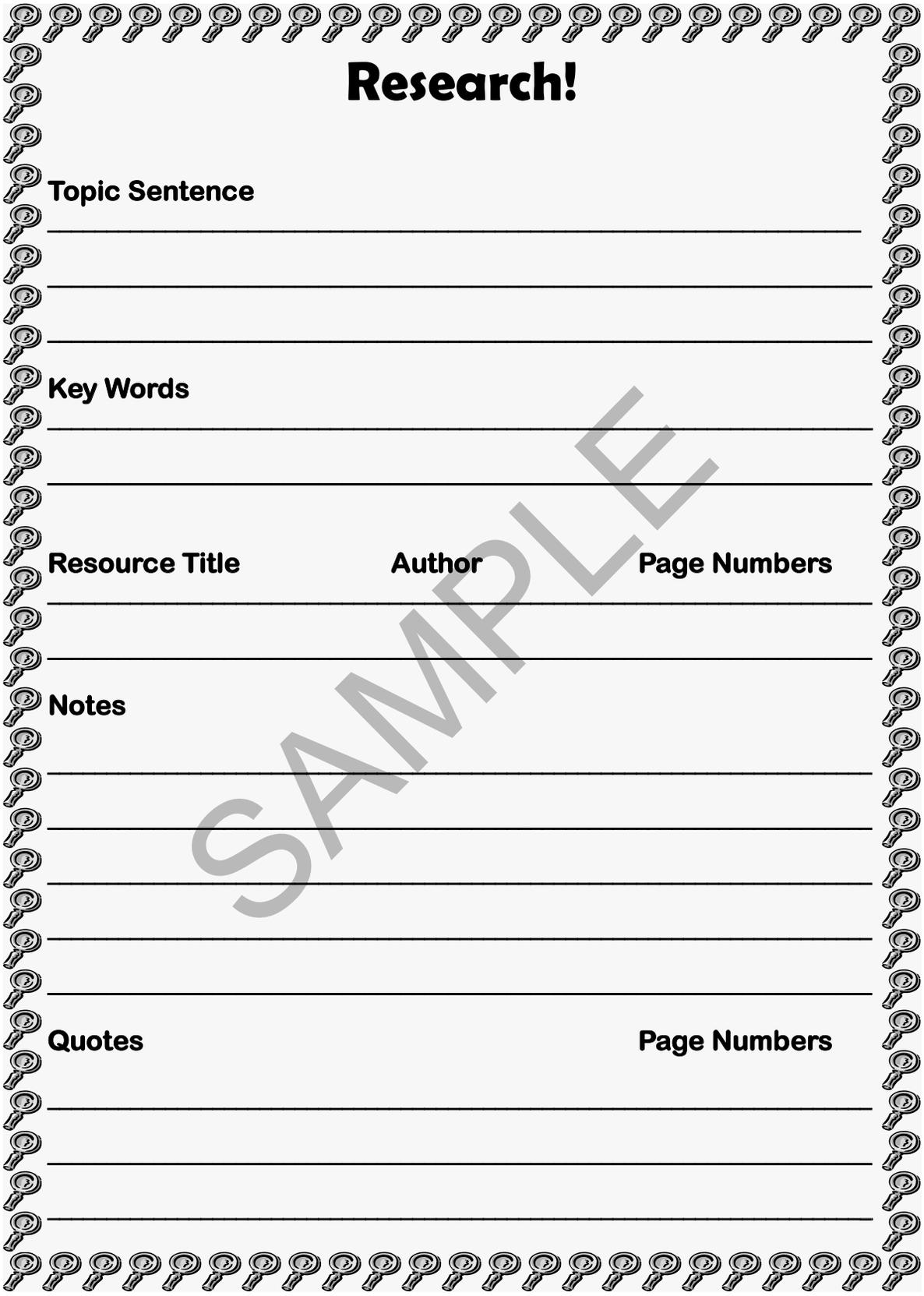
1. Working with their teammates, students decide what events from Chapters 14, and 15 to put on the timeline.
2. Students write the information on the timeline and if time permits, illustrate the events.

Note to the Teacher: An additional resource for the lessons about the civil rights movement is the video series

All the People Resource Book

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Research!

Topic Sentence

Key Words

Resource Title

Author

Page Numbers

Notes

Quotes

Page Numbers



Ballad of Birmingham

By Dudley Randall

**"Mother, dear, may I go downtown
instead of out to play,
and march the streets of Birmingham
in a freedom march today?"**

**"No, baby, no, you may not go,
for the dogs are fierce and wild,
and clubs and hoses, guns and jails
Ain't good for a little child."**

**"But, mother, I won't go alone.
Other children will go with me,
and march the streets of Birmingham
to make our country free."**

**"No, baby, no, you may not go,
for I fear those guns will fire.
But you may go to church instead,
and sing in the children's choir."**

**She has combed and brushed her night-dark hair,
and bathed rose petal sweet,
and drawn white gloves on her small brown hands,
and white shoes on her feet.**

**The mother smiled to know her child
was in the sacred place,
but that smile was the last smile
to come upon her face.**

**For when she heard the explosion,
her eyes grew wet and wild.
She raced through the streets of Birmingham
calling for her child.**

**She clawed through bits of glass and brick,
then lifted out a shoe.
"O, here's the shoe my baby wore,
But, baby, where are you?"**



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1. What prize did Martin Luther King, Jr., win?

2. What values were important to Mike King?

3. What speech did King deliver during the March on Washington?

4. What did the "Letter From a Birmingham Jail" say?

5. What civil rights organization did King lead?

6. How did King's philosophy differ from that of Malcolm X?