

the J.R.
Clifford
project



Grade 12 *Civics/* *Government*

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Remembering the Past – To Inspire the Future.

Title: The Fight for Civil Rights

Grade Level/Subject: 12th Grade Civics/Government

Essential Question: How did slavery force Americans to examine and debate the nation's most fundamental principles?

West Virginia Social Studies Objectives for Civics/Government

SS.C.O.12.01.06 explain that a primary purpose of American government is the protection of personal, political, and economics rights of citizens.

SS.C.O. 12.01.09 evaluate, take and defend a position involving a conflict between an individual freedom and the common good regarding specific current issues (homeland security, civil liberties, human rights, race, gender, etc.)

SS.C.O.12.02.09 explain and assess the development and evolution of documents that display the core democratic values of the United States government as impacted by the economic, social, and political climates during different time periods in American history.

SS.C.O.12.02.11 compare and contrast the roles and responsibilities of the local, state, and national judicial systems.

SS.C.O. 12.02.12 examine and compare Supreme Court cases and the Justices' interpretation of the Constitution, especially cases regarding the Bill of Rights.

Activating Prior Knowledge:

By 12th grade students should be familiar with the term Civil Rights. Conduct a class discussion about their recollections of Civil Rights discussions in both previous coursework and in their everyday lives.

Vocabulary Development:

Discuss terms they may find confusing. Students should begin work on a Civil Rights political dictionary either individually or as a class project. Terms will be added to the dictionary throughout the unit as necessary and appropriate. A Frayer Model may be used to development comprehension of each term – definition of the term in your own words, characteristics, examples, non-examples.

Lesson 1: Civil Rights Legislation

Students will Know:

1. African-Americans have had a long struggle for racial equality in the United States.
2. In 1857, the Supreme Court's Dred Scott decision proclaimed slaves to be property.
3. After the Civil War, constitutional amendments attempted to guarantee African-Americans equality but the South found ways around this.
4. In 1896, the *Plessy v. Ferguson* decision by the U. S. Supreme Court ruled that "separate but equal" facilities for blacks and whites did not violate the constitution.
5. In 1898, *Williams v. Board of Education* decided by the West Virginia Supreme Court was the first in U. S. history to declare discrimination in school terms and teacher pay is against the law.
6. The 1954 *Brown v. Board of Education* U.S. Supreme Court case ruled that segregation was unconstitutional.
7. The Civil Rights Act of 1964 and the Voting Rights Act of 1965 finally helped African-Americans gain their civil rights.

Students will Do:

1. Students will watch a PBS documentary titled Slavery and the Making of America.
2. Students will research legislation, Supreme Court decisions, and constitutional amendments concerning civil rights of African-Americans from 1857-1965.
3. Research the West Virginia Supreme Court case of *Williams v. Tucker County Board of Education*.
4. Students will use provided script to reenact the Carrie Williams case.
5. Students will prepare a room-sized timeline of major civil rights legislation (1857-1965).
6. Students will write an explanation of each entry for timeline.
7. Students will identify the rulings or legislation that had the most significant impact on civil rights in the United States. Students must support their choices.

Students will use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).

Students will examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).

Students use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).

Students examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).

Time Required:

Eight 90 minute class periods.

Instructional Materials:

PBS video, handouts of *Brown v. Board of Education* and *Plessy v. Ferguson*, textbook, United States Supreme Court website, West Virginia Supreme Court of Appeals website, West Virginia Humanities Council website, WV Trial Lawyers Association, primary source documents.

Procedure:

After watching video of slavery in America, students will work in pairs to research an assigned civil rights law, Supreme Court decision, or amendment to the constitution on civil rights. Students will use the internet to conduct on-line research concerning slavery and civil rights laws, legislations and Supreme Court decisions. They will create a room sized timeline of civil rights laws and decisions from 1857 to 1965. They will write an explanation to each entry and support their choices.

Assessment:

Oral presentation and defense of choice of timeline.

Oral Presentation Rubric : Defense of Timeline Choice

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Props	Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.	Student uses 1 prop that shows considerable work/creativity and which make the presentation better.	Student uses 1 prop which makes the presentation better.	The student uses no props OR the props chosen detract from the presentation.

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Lesson 2: A Step in the Right Direction

Students Will Know:

1. In 1898 *Williams v Board of Education* the West Virginia Supreme Court was the first in U. S. history to declare discrimination in school terms and teacher pay is against the law.
2. *John R. Clifford* was the first African-American lawyer in West Virginia.
3. *Mr. Clifford* helped organize the *Niagara Movement*.

Students will do:

1. *Students* previously researched *Mr. Clifford's* contributions to the civil rights in Lesson 1.
2. *Students* will perform Act three of the drama "A Step in the Right Direction" by Tom Rodd.
3. *Students* will video tape the performance.

Students will organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application. (Chronology).

Students will use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).

Students will examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).

Students use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).

Students examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).

Time Required:

Three 90 minute classes.

21st Century Tools:

A video camera may be used to record reenactment of drama.

Instructional Materials:

Copies of the drama, props, copies of the newspaper Pioneer Press (may be found at <http://www.jrclifford.org>).

Procedure:

Students will be assigned parts for the drama and will develop appropriate props. Students will enact Act 3 of the drama.

Assessment:

Historical Role Play : The Carrie Williams Case

CATEGORY	4	3	2	1
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
Props/Costume	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.

Lesson3: The Little Rock Nine

Students Will Know:

1. The 1954 Brown v Board of Education Supreme Court case ruled that segregation was unconstitutional.
2. Civil Rights Act of 1964 and the Voting Rights Act of 1965 finally helped African-Americans gain their civil rights.
3. President Eisenhower had to call out the 101st Airborne to enforce school desegregation.

Students Will Do:

1. Research the landmark case of Brown v Board of Education.
2. Use the electronic library of primary sources to investigate desegregation at Central High School in Little Rock, Arkansas in 1957.
3. Students will become one of the Little Rock Nine. They will create an on-line journal. In their journal entries, they will include their motivation for entering Central High School, what they experienced upon arrival, and what impact the experience had on their life.

Students will organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).

Students will use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).

Students will examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).

Students use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).

Students examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).

Time Required:

Four 90 minute class periods.

Instructional Materials:

Primary documents related to integration of Central High School, computer, electronic library search of primary documents, on-line journal.

Procedure:

The activity will begin by students doing an internet search on the Brown v Board of Education Supreme Court case. Students will then use the electronic library of primary sources to investigate the integration of Central High School in Little Rock, Arkansas in 1957. After independent research on the Little Rock Nine, students will create an on-line journal in which they become one the African-American students trying to integrate Central High School. In their journal entries they will include their motivation for entering the all-White school, their experiences upon arriving at the school, and their thoughts and feelings of how the experience affected them then and throughout the rest of their lives. Students will answer the question, "If they had to do it over again, would they be the first to try to integrate Central High?"

Students may assemble collages and recordings of material pertaining to the civil unrest of the 1960's. Students are to use newspapers, magazines, and internet resources. They can download songs by Joan Baez and Bob Dillon. They can interview and videotape people who lived through the early 1960's. The interviews should include people's thoughts and feelings on the Civil Rights movement. Students may combine all of their resources into a multimedia presentation.

Assessment:

Story Writing : Little Rock Nine

CATEGORY	4	3	2	1
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Accuracy of Facts	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in the story.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.

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