

Sample Pages from



Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at **800-858-7339** with questions or feedback or to order this product. You can also order this product online at **www.tcmpub.com**.

For correlations to state standards, please visit
www.tcmpub.com/administrators/correlations

Primary Sources: Civil Rights Movement

This sample includes the following:

Teacher's Guide Cover (1 page)

Teacher's Guide Table of Contents (1 page)

How to Use This Product (2 pages)

Lesson Plan (4 pages)

Primary Source Document (1 page)

To Create a World ⁱⁿ which
Children love to Learn!

800-858-7339 • www.tcmpub.com



— PRIMARY SOURCES —

Civil Rights Movement



Table of Contents

How to Use This Product	3	<i>Letter to President Kennedy</i>	47–50
Introduction to Primary Sources	5	Dear Mr. President	47
Using Primary Sources	15	I Protest!	49
Photographs		Text of the Letter to President Kennedy	50
<i>Waiting Room for White Only</i>	15–16	<i>Civil Rights Act</i>	51–54
Whites Only	15	It's Only Rights	51
<i>Rosa Parks Being Fingerprinted</i>	17–18	Am I Right?	53
Rosa Balks!	17	Excerpt of the Civil Rights Act	54
<i>North Carolina Sit-in</i>	19–20	<i>Nobel Peace Prize Acceptance</i>	
Standing Up by Sitting Down	19	<i>Speech</i>	55–58
<i>Freedom Rider Bus Fire Bomb</i>	21–22	Thanks Be to You	55
A Tried Ride	21	A Thousand Words	57
<i>Ku Klux Klan</i>	23–24	Address Delivered in Acceptance of Nobel Peace Prize	58
Hatred Unmasked	23	<i>Diary Entry on the Voting Rights Act</i>	59–62
<i>Governor Wallace at the University of Alabama</i>	25–26	It's Your Right!	59
Standing in the Schoolhouse Door	25	Right the Wrongs!	61
<i>March on Washington</i>	27–28	Excerpt of the Voting Rights Act	62
The Truth is Marching On	27	Document Based Assessments	63
<i>Martin Luther King, Jr. & Malcolm X</i>	29–30	Recruitment	63
Two Lives	29	Nonviolent Protest	64
Primary Sources		Leaders During the Civil Rights Movement	65
<i>NAACP Recruitment Poster</i>	31–34	March on Washington, D.C.	66
Lift a Voice for Freedom	31	March Leaders	67
Sing Along	33	Images of the March on Washington	68
NAACP Recruitment Poster	34	Voting Rights Act	69
<i>Brown v. Board of Education</i>		Dr. Martin Luther King	70
<i>Judgment</i>	35–38	Executive Order 10730	71
Judging Brown	35	Leaders in the 1960s	72
Right or Wrong? This Can't Go On!	37	Ku Klux Klan	73
Text of the <i>Brown v. Board of Education Judgment</i>	38	Response to Birmingham Church Bombing	74
<i>Integrated Bus Suggestions</i>	39–42	Appendix	75
Ending a Bus Boycott	39	About Your CD-ROM	75
Starting Over	41	Suggested Literature and Websites	77
Text of the Integrated Bus Suggestions Flyer	42	Document-Based Assessment Rubric Example	78
<i>Poll Tax Amendment Political Cartoon</i>	43–46	Answer Key	79
Voting Pays	43		
Tax but Lax	45		
Poll Tax Amendment Political Cartoon	46		

How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of history beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary sources, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they have learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

The Photographs

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing History** section. This includes questions and activities designed to make students analyze what they see and learn. In the **Historical Writing** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **History Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

The Primary Sources

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

The CD

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

Objectives of This Unit

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

Ending a Bus Boycott

Standard/Objective

- Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups. (NCSS)
- Students will learn about the end of the Montgomery Bus Boycott and then write editorials or informative articles on its impact on history.

Materials

Copy of the facsimile *Integrated Bus Suggestions*; Copies of the historical background information (page 40); Copies of the student activity sheet, *Starting Over* (page 41); For optional use: *Text of the Integrated Bus Suggestions Flyer* (page 42); Reference materials; Local newspaper headline stories and editorials

Discussion Questions

- Do you think that the people of Montgomery followed these suggestions?
- Would it have been difficult to follow all of these suggestions?
- Why would this document have been written?
- Why was there such a focus on nonviolence when returning to the buses?
- Were city buses used more than they are today?

Using the Primary Source

Begin this lesson by distributing the *Integrated Bus Suggestions*. You can pass out copies of the facsimile document or simply give them the text of the document from page 42. Have students work with partners to read the document and determine its meaning. Have them respond to the questions above in groups of four. Then, have the entire class discuss their responses to these questions.

Have students imagine what might have been the headlines and what might have been on the front page during the boycott and as the boycott ended. Then, assign the class the task of creating newspapers that might have existed throughout the boycott. Place students into small groups of about four to six students each. Assign each group a time period of the boycott (Rosa Parks incident, beginning of boycott, one-year anniversary of start, end of boycott, etc.). If you prefer, allow them to complete research about the bus boycott and decide upon their own subjects or days to cover. Their job is to create the front page of the newspaper for their assigned day.

Complete this study of the bus boycott by having students complete the poetry activity on the student activity sheet (page 41).

Note: This lesson connects well with the lesson on *Rosa Parks Being Fingerprinted* (pages 17–18). Complete the Rosa Parks lesson first and follow-up with this document from 1956.

Extension Idea

- Have students design a flyer, which could have been passed out at the local churches the week that Parks was arrested, to persuade others to join the boycott.

Ending a Bus Boycott *(cont.)*

Historical Background Information

How would you feel if you could not ride the city bus because of the color of your skin? What if you could get on the bus, but you had to go to the back before sitting? Today, people don't often think about that problem, but in 1955, in Montgomery, Alabama, it was a problem. This city had a municipal law that required black citizens to ride in the back of the city's buses. It is in this city, that Mrs. Rosa Parks made history. December 1, 1955, Mrs. Parks, a 42-year-old seamstress, boarded a city bus. She sat in the first row of seats in the black section of the bus. Shortly after she boarded the bus, some white men got on the bus, and the bus driver ordered Mrs. Parks to give up her seat. She was tired and saw no reason that she should move, so she refused. At that point, the bus driver called the police, and she was arrested.

Arresting Mrs. Parks only incited the already fragile racial situation in Montgomery. Many African Americans saw this as another example of injustice for their people. African American leaders met and proposed a plan for a boycott against the Montgomery city bus lines. Information about the boycott was spread from the pulpit, by word of mouth, and from flyers distributed around the town. The boycott began on Monday, December 5, 1955.

The Montgomery bus boycott has been cited as the beginning of the modern Civil Rights Movement. Blacks and others who supported this opportunity to show dissatisfaction with the segregation laws of this city found other transportation and made the boycott a success. There was much unrest as the Montgomery bus boycott continued. Blacks riding in the car pools were stopped and harassed by police. Bombs were set off at the houses of leaders of the boycott. The Boycott ended in December 1956, over a year after it began, when the United States Supreme Court ordered the desegregation of buses in Montgomery. The Supreme Court declared that segregation on public buses was unconstitutional. The boycott was a success.

Following the Supreme Court ruling, the city of Montgomery prepared to return to using the buses. To help prepare the black citizens for what they might expect when they ride the buses, the Montgomery Improvement Association (MIA), led by Martin Luther King, Jr., wrote a list of suggestions. The suggestions were meant to help people return to integrated buses in a peaceful manner.



Courtesy of Picture History



Name _____

Starting Over

Background Information

December 1, 1955, Mrs. Rosa Parks, a 42-year-old seamstress, boarded a city bus. She sat in the first row of seats in the black section of the bus. Shortly after she boarded the bus, some white men got on the bus, and the bus driver ordered Mrs. Parks to give up her seat. She was very tired and saw no reason that she should move. She refused, and the bus driver called the police.

The arrest of Mrs. Parks made a fragile racial situation in Montgomery more volatile. African American leaders met and proposed a plan for a boycott against the Montgomery city bus lines. The boycott began on Monday, December 5, 1955 and continued for 381 days during which there was much violence and unrest. The Supreme Court eventually ordered the desegregation of buses in Montgomery. Supportive people made this boycott a success.

Activity

Directions: Poetry is an important genre of writing. It can be used to creatively express ideas. There are various types of poetry, many of which have specific formats that must be followed. The Diamante has seven lines with specific information. After reading over this description, write your own Diamante poem about some aspect of the Montgomery bus boycott.

- Line 1** One noun that is the subject of the poem
- Line 2** Two words that describe the subject
- Line 3** Three “-ing” words that describe the subject
- Line 4** Two short phrases. The first describes the subject of the poem, and the second describes a new subject that is the opposite of the original subject.
- Line 5** Three “-ing” words about the new subject
- Line 6** Two words that describe the new subject
- Line 7** One noun that names the new subject

For example:

Rosa
 woman, seamstress
 balking, boycotting, walking
 Civil Rights, wanting new laws
 crying, talking, voting
 Johnson, King
 Equality

Challenge

Write a poem of another type as a tribute to a specific African American.

Text of the Integrated Bus Suggestions Flyer

December 19, 1956

INTEGRATED BUS SUGGESTIONS

This is a historic week because segregation on buses has now been declared unconstitutional. Within a few days the Supreme Court Mandate will reach Montgomery and you will be re-boarding integrated buses. This places upon us all a tremendous responsibility of maintaining, in face of what could be some unpleasantness, a calm and loving dignity befitting good citizens and members of our Race. If there is violence in word or deed it must not be our people who commit it.

For your help and convenience the following suggestions are made. Will you read, study and memorize them so that our non-violent determination may not be endangered. First, some general suggestions:

1. Not all white people are opposed to integrated buses. Accept goodwill on the part of many.
2. The whole bus is now for the use of all people. Take a vacant seat.
3. Pray for guidance and commit yourself to complete non-violence in word and action as you enter the bus.
4. Demonstrate the calm dignity of our Montgomery people in your actions.
5. In all things observe ordinary rules of courtesy and good behavior.
6. Remember that this is not a victory for Negroes alone, but for all Montgomery and the South. Do not boast! Do not brag!
7. Be quiet but friendly; proud, but not arrogant; joyous, but not boistrous.
8. Be loving enough to absorb evil and understanding enough to turn an enemy into a friend.

Now for some specific suggestions:

1. The bus driver is in charge of the bus and has been instructed to obey the law. Assume that he will cooperate in helping you occupy any vacant seat.
2. Do not deliberately sit by a white person, unless there is no other seat.
3. In sitting down by a person, white or colored, say "May I" or "Pardon me" as you sit. This is a common courtesy.
4. If cursed, do not curse back. If pushed, do not push back. If struck, do not strike back, but evidence love and goodwill at all times.
5. In case of an incident, talk as little as possible, and always in a quiet tone. Do not get up from your seat! Report all serious incidents to the bus driver.
6. For the first few days try to get on the bus with a friend in whose non-violence you have confidence. You can uphold one another by a glance or a prayer.
7. If another person is being molested, do not arise to go to his defense, but pray for the oppressor and use moral and spiritual force to carry on this struggle for justice.
8. According to your own ability and personality, do not be afraid to experiment with new and creative techniques for achieving reconciliation and social change.
9. If you feel you cannot take it, walk for another week or two. We have confidence in our people.
GOD BLESS YOU ALL.

THE MONTGOMERY IMPROVEMENT ASSOCIATION
THE REV. M. L. KING, JR., PRESIDENT
THE REV. W. J. POWELL, SECRETARY

December 19, 1956

INTEGRATED BUS SUGGESTIONS

This is a historic week because segregation on buses has now been declared unconstitutional. Within a few days the Supreme Court Mandate will reach Montgomery and you will be re-boarding integrated buses. This places upon us all a tremendous responsibility of maintaining, in face of what could be some unpleasantness, a calm and loving dignity befitting good citizens and members of our Race. If there is violence in word or deed it must not be our people who commit it.

For your help and convenience the following suggestions are made. Will you read, study and memorize them so that our non-violent determination may not be endangered. First, some general suggestions:

1. Not all white people are opposed to integrated buses. Accept goodwill on the part of many.
2. The whole bus is now for the use of all people. Take a vacant seat.
3. Pray for guidance and commit yourself to complete non-violence in word and action as you enter the bus.
4. Demonstrate the calm dignity of our Montgomery people in your actions.
5. In all things observe ordinary rules of courtesy and good behavior.
6. Remember that this is not a victory for Negroes alone, but for all Montgomery and the South. Do not boast! Do not brag!
7. Be quiet but friendly; proud, but not arrogant; joyous, but not boisterous.
8. Be loving enough to absorb evil and understanding enough to turn an enemy into a friend.

Now for some specific suggestions:

1. The bus driver is in charge of the bus and has been instructed to obey the law. Assume that he will cooperate in helping you occupy any vacant seat.
2. Do not deliberately sit by a white person, unless there is no other seat.
3. In sitting down by a person, white or colored, say "May I" or "Pardon me" as you sit. This is a common courtesy.
4. If cursed, do not curse back. If pushed, do not push back. If struck, do not strike back, but evidence love and goodwill at all times.
5. In case of an incident, talk as little as possible, and always in a quiet tone. Do not get up from your seat! Report all serious incidents to the bus driver.
6. For the first few days try to get on the bus with a friend in whose non-violence you have confidence. You can uphold one another by a glance or a prayer.
7. If another person is being molested, do not arise to go to his defense, but pray for the oppressor and use moral and spiritual force to carry on this struggle for justice.
8. According to your own ability and personality, do not be afraid to experiment with new and creative techniques for achieving reconciliation and social change.
9. If you feel you cannot take it, walk for another week or two. We have confidence in our people. GOD BLESS YOU ALL.

THE MONTGOMERY IMPROVEMENT ASSOCIATION
THE REV. M. L. KING, JR., PRESIDENT
THE REV. W. J. POWELL, SECRETARY