

The Long Civil Rights Movement CSI Susan Sawin, Media Coordinator, First Flight High School

Overview

Students begin to explore the events and people associated with the Civil Rights Movement by making a timeline of people and events they already know. After watching a video clip of a discussion of the origins of the Civil Rights Movement and listening to audio clips from the Southern Oral History Program archives, students act as CSI “detectives,” locating evidence of the origins and duration of the Civil Rights movement. Students add their findings to the timeline via post it notes and discuss their findings as they relate to the following quote.

We, today, stand on the shoulders of our predecessors who have gone before us. We, as their successors, must catch the torch of freedom and liberty passed on to us by our ancestors. We cannot lose in this battle. ~ Benjamin E. Mays

Grades

- 8-12

NC Essential Standards for American History II

- AH2.H.2 Analyze key political, economic and social turning points in American History using historical thinking.
- AH2.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.
- AH2.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.
- AH2.H.7 Understand the impact of war on American politics, economics, society and culture.
- AH2.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.

NC Essential Standards for American History: The Founding Principles, Civics and Economics

- FP.C&G.3 Analyze the legal system within the United States in terms of the development, execution and protection of citizenship rights at all levels of government.
- FP.C&G.4 Understand how democracy depends upon the active participation of citizens.
- FP.C&G.5 Analyze how political and legal systems within and outside of the United States provide a means to balance competing interests and resolve conflicts.

NC Essential Standards for 8th Grade Social Studies

- 8.H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States.
- 8.H.2.1 Explain the impact of economic, political, social, and military conflicts on the development of North Carolina and the United States.
- 8.H.2.2 Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States.
- 8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.

- 8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).
- 8.C&G.2.1 Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States (e.g. picketing, boycotts, sit-ins, voting, marches, holding elected office and lobbying).
- 8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.

NC Essential Standards for Information and Technology

- HS.SI.1.2 Evaluate resources for point of view, bias, values, or intent of information.
- HS.SI.1.3 Evaluate content for relevance to the assigned task.
- HS.TT.1.1 Use appropriate technology tools and other resources to access information (multi-database search engines, online primary resources, virtual interviews with content experts).

AP US History Thematic Learning Objectives

- Theme 2: Politics and Power.
- Theme 4: Culture and Society.

AP US Government and Politics Topics

- II. Political Beliefs and Behaviors.
- III. Political Parties, Interest Groups and Mass Media.
- VI. Civil Rights and Civil Liberties.

Essential Questions

- Who are the people and what are the events that we typically think of when we talk about the Civil Rights Movement in America (CRM)?
- Were there any events before the Supreme Court’s decision in *Brown v Board of Education* that could be fairly characterized as being part of the CRM?
- Are there any events after the passage of the 1965 Civil Rights legislation that could be characterized as part of the CRM?
- Why do historians tend to characterize the CRM as being a discrete, 10-15 year period?
- What might the implications be of thinking of the CRM as a long, continuous movement?

Materials

- Laptop connected to projector, internet and speakers.
- Banner paper or long whiteboard and markers.
- Post it notes (one pack per pair or group of students) or index cards and scotch tape.
- One internet connected device per pair or group of students.
- Early Advances in Civil Rights video clip: Journalist Callie Crossly asks experts about the origins of the civil rights movement and its early beginnings after the second World War. Available here:
 - www.c-span.org/video/?c4670986/early-advances-civil-rights
- SOHP interview of Robert “Chick” Black, June 1, 1976 (E-0093) 24:10 to 27:48. Mr. Black was a labor organizer who worked for R.J. Reynolds Co. in Winston-Salem N.C. In this clip, he discusses working and living conditions in the black community and efforts to unionize workers in the 1930s and 1940s. Clip is available here:
 - <https://soundcloud.com/sohp/robert-black-sawin>
 - Transcript: <https://dc.lib.unc.edu/cdm/compoundobject/collection/sohp/id/3977/rec/4>
- SOHP interview of Benjamin Chavis Muhammad, February 6, 2006 (U-0332)1:23:00 to 1:30:11. Mr. Chavis grew up in Oxford, N.C. in the 1950s and 1960s. He was a prominent civil rights organizer, one of the “Wilmington Ten,” and is a past president of the NAACP. In this clip, he discusses civil rights efforts in the

years after Dr. Martin Luther King's assassination in 1968. He discusses late 20th and 21st century social justice efforts in the context of the Long Civil Rights Movement. Clip is available here:

- <https://soundcloud.com/sohp/ben-chavis-muhammad-sawin>
- Transcript: <https://dc.lib.unc.edu/cdm/compoundobject/collection/sohp/id/5806/rec/16>
- Case file handout for students (attached)
 - Research Log
 - Listening Notes for Early Advances in Civil Rights video clip
 - Listening Notes for Robert Black
 - Listening Notes for Benjamin Chavis

Duration

90 minutes

Teacher Note:

- This activity is designed to be used in American II or AP US History courses at the beginning of coverage of the Civil Rights Movement. It can be used in Civics and Economics and AP Government to explore the role that groups of citizens can have to affect legislation and governmental policy. This activity can be modified to limit research to North Carolina digital resources and be used for 8th grade social studies. The activity involves researching in digital databases and addresses NC Essential Standards for Information and Technology.

Teacher Preparation

1. Read *What Happened to the Civil Rights Movement After 1965? Don't Ask Your Textbook*, by Adam Sanchez, June 14, 2016 for background (5 minutes). Available here:
 - <https://www.zinnedproject.org/if-we-knew-our-history/civil-rights-movement-after-1965-not-in-textbooks/>
2. Check access to NCWiseOwl.org through your school's internet connection. Your Media Coordinator will have the current NCWiseOwl.org password.
3. Decide whether your students will work in pairs or small groups. Arrange seating to facilitate pair/group work.
4. Draw a long timeline toward the top of banner paper or a whiteboard. Mark a 1-2 ft. segment in the center and label it "1954: *Brown v. Board of Education*" on the left and "1965: Voting Rights Act signed into law" on the right.
5. Set up a projector, computer and speakers to play the video and audio clips (links above).
6. Write the following quote on a separate piece of banner paper (or another section of the whiteboard and cover it):
 - *We, today, stand on the shoulders of our predecessors who have gone before us. We, as their successors, must catch the torch of freedom and liberty passed on to us by our ancestors. We cannot lose in this battle.* ~ **Benjamin E. Mays**

Procedure

Warm Up:

1. Distribute the Case File handouts as you introduce the activity. Explain to students that they will watch/listen to clips that will help them think about the Civil Rights Movement (CRM). Then they will use their investigative skills to look for evidence of the beginning and end of the CRM.
2. Ask students what they know about the CRM. Ask them to identify people and events. As they brainstorm, write people and events on post its and place them below the timeline in the proper place.
3. Point out that the number of post its falling under the center section of the timeline is greater than at the ends. Ask the students if they have an opinion as to why this might be? Record answers on the board.

4. Before watching the video clip, instruct students to use the appropriate Listening Notes handout to record their thoughts while they listen to each of the clips. The CSPAN “Early Advances in Civil Rights” video can be accessed here: www.c-span.org/video/?c4670986/early-advances-civil-rights
5. Next, listen to the audio clip of the SOHP interview of Robert “Chick” Black. Mr. Black was a labor organizer who worked for R.J. Reynolds Co. in Winston-Salem N.C. In this clip, he discusses working and living conditions in the black community and efforts to unionize workers in the 1930s and 1940s. As students listen, instruct them to complete the attached “Listening Notes for Robert Black.”
 - Audio Clip: <https://soundcloud.com/sohp/robert-black-sawin>
 - Transcript: <https://dc.lib.unc.edu/cdm/compoundobject/collection/sohp/id/3977/rec/4>
6. Listen to the audio clip of the SOHP interview of Benjamin Chavis Muhammad. Mr. Chavis grew up in Oxford, N.C. in the 1950s and 1960s. He was a prominent civil rights organizer, one of the “Wilmington Ten,” and is a past president of the NAACP. In this clip, he discusses civil rights efforts in the years after Dr. Martin Luther King’s assassination in 1968. He discusses late 20th and 21st century social justice efforts in the context of the Long Civil Rights Movement. As students listen, instruct them to complete the attached “Listening Notes for Benjamin Chavis Muhammad.”
 - Audio Clip: <https://soundcloud.com/sohp/ben-chavis-muhammad-sawin>
 - Transcript: <https://dc.lib.unc.edu/cdm/compoundobject/collection/sohp/id/5806/rec/16>
7. At the conclusion of both clips, ask for volunteers to share their observations. Then ask students to share the questions they recorded. Record these on the board.
8. Direct the students’ attention to the Research Log. Explain to them that they should follow the prompts in order to find authoritative sources to begin to answer their questions and fill in the ends of the timeline. Students can work in pairs or small groups, but each student should fill in their own Research Log. The notes they keep can guide further research and help them reflect on their own research process.
9. Before allowing student to begin, provide them with post-it notes or set up an area in the classroom with supplies so they can grab them as needed.
10. As students work, ask them to record items on post its and place them on the timeline. Circulate and check progress. Direct students to hyperlinks within each digital source to help them find additional information (subject headings, outlines, suggestions for further reading, etc.)
11. Fifteen to twenty minutes before the end of class, ask students to wrap up. After all post-its have been place on the timeline, display the quote.
12. Note how much was filled in on the timeline. Read out some of the entries. Spend the remaining class time discussing the students’ findings. Use the following questions to generate discussion:
 - When did the CRM begin? End?
 - What makes a “movement.” (Organization? Education? Media? Results?)
 - What incentives are there to characterize the CRM as having a discrete beginning and end?
 - How does this quote relate to what was discovered today?
13. As you discuss students’ findings, fill in appropriate dates on the unlabeled portions of the timeline.

14. Finally, ask students to tell you what else they would like to investigate to help them understand the CRM. Record the topics/question to revisit at the end of the study of the CRM. These can also be used as topics for extension activities

Extension Activities

- Timed writings or essays addressing any of the discussion questions.
- Students use the information they learned in this activity to select a time period, event or person to research. Students create a presentation for the class.
- Students select a current social justice movement (Never Again, Poor People’s Campaign, Moral Monday, Occupy, Black Lives Matter, etc.) to research. Students compare elements (organization, education, media, results) of the movement to the CRM.

Name: _____

Listening Notes: Origins of the Civil Rights Movement Video Clip

Questions to Consider

What time period is being discussed in the video clip?	
What presidential policies are mentioned?	
How did these policies affect black soldiers and veterans?	
How do you think the experience of black veterans shaped the Civil Rights Movement?	
Your observations:	
What further questions do you have after listening to this discussion?	

Listening Notes: Robert "Chick" Black

Questions to Consider

Who is Mr. Black? What do you think his background (economic, educational, etc.) might be?	
What time period is Mr. Black discussing?	
Where are the events being described happening?	
What is Mr. Black's message?	
Why do you think this story is important for Mr. Black to tell?	
Your observations:	
What further questions do you have after listening to Mr. Black?	

Listening Notes: Benjamin Chavis Muhammad

Questions to Consider

Who is Mr. Chavis? What do you think his background (economic, educational, etc.) might be?	
What time period is Mr. Chavis discussing?	
Where are the events being described happening?	
What is Mr. Chavis' message?	
Why do you think this story is important for Mr. Chavis to tell?	
Who are some of the people Mr. Chavis talks about?	
Your observations:	
What further questions do you have after listening to Mr. Chavis?	

Research Log

<p>Use Google to search the query "civil rights movement."</p> <p>How many entries display?</p> <p>Look at the first entry. What time period does it cover?</p>	
<p>Go to NCPedia.org. Enter the search Query "civil rights movement" in the search bar.</p> <p>What is the first entry?</p> <p>What time period does it cover?</p>	
<p>Now begin a new search in NCPedia.org using the query "origins of the civil rights movement."</p> <p>What is the first entry?</p> <p>What time period does it cover?</p>	
<p>Go to NCWiseOwl.org. Select "High School" and then "Britannica." Enter the search Query "civil rights movement" in the search bar.</p> <p>What is the first entry?</p> <p>What time period does it cover?</p>	

<p>Now begin a new search in NCWiseOwl.org, Britannica using the query “origins of the civil rights movement.”</p> <p>What is the first entry?</p> <p>What time period does it cover?</p>	
<p>Which source is most complete? Which source looks most reliable (accurate, authoritative)? Which source provides the most relevant information?</p>	
<p>Use these sources to find events and people to add to the timeline.</p>	
<p>Look at the questions you recorded in your listening notes.</p> <p>Try following the links within each article to access other resources that help you answer your questions.</p> <p>Note what you find.</p>	