



## Segregation and Discrimination in Post-War America

By Rob Reinhart

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### My Knowledge:

I had some preliminary knowledge of the Civil Right movement of the post-war era, but needed a bit of a refresher. The Library of Congress has a modest page dedicated to the Civil Rights movement and listed the big events of it. I was able to recall what I had known on the subject, and move from there.

What do you want your students to understand about this topic?

\_\_\_\_\_ **Content Goals** (These may include chronology, various historical interpretations, issues and problems, people of the time, etc.)

- ❖ What were the goals of civil rights activists during the years 1950-1968?
- ❖ What were the obstacles civil rights activists faced during those years?
- ❖ By what means did these activists try to effect changes?
- ❖ Which of these was most important to the civil rights movement (In your own opinion)? Why?

What sources will your students study in order to understand this topic?

\_\_\_\_\_ **Centerpieces** (Primary sources, historians' differing interpretations, maps, trade books, statistical evidence, etc.)

- ❖ Brown v Board of Education decision by the Supreme Court (1954)

Found at [http://www.law.cornell.edu/supct/html/historics/USSC\\_CR\\_0347\\_0483\\_ZO.html](http://www.law.cornell.edu/supct/html/historics/USSC_CR_0347_0483_ZO.html)

- ❖ Montgomery Bus Boycott (1955)

New York Times coverage found at <http://www.nytimes.com/learning/general/onthisday/big/0321.html#article>

Video found at: [http://www.pbs.org/wqbh/amex/eyesonthepize/story/02\\_bus.html#video](http://www.pbs.org/wqbh/amex/eyesonthepize/story/02_bus.html#video)





❖ Emmett Till

*Images and description found at:*

[http://www.pbs.org/wgbh/amex/eyesontheprize/story/01\\_till.html#press](http://www.pbs.org/wgbh/amex/eyesontheprize/story/01_till.html#press)

❖ Greensboro Lunch Counter Sit In (1960)

*Images and description found at*

<http://ncmuseumofhistory.org/workshops//legends/Session4.html#greensboro>

❖ Audio of MLK's "I Have A Dream Speech" on March on Washington (1963)

*found at* <http://www.hpol.org/transcript.php?id=72>

❖ Primary Source Document Analysis Sheet Found at

[http://www.bringinghistoryhome.org/downloads/General\\_Resources/Doc\\_Analysis\\_Worksheet.pdf](http://www.bringinghistoryhome.org/downloads/General_Resources/Doc_Analysis_Worksheet.pdf)

❖ Photo Source Analysis Sheet

*Found at*

[http://www.bringinghistoryhome.org/downloads/General\\_Resources/Photograph\\_Analysis.pdf](http://www.bringinghistoryhome.org/downloads/General_Resources/Photograph_Analysis.pdf)

❖ Sound Recording Analysis Sheet

*Found at*

[http://www.archives.gov/education/lessons/worksheets/sound\\_recording\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf)

❖ Motion Picture Analysis Sheet

*Found at*

[http://www.archives.gov/education/lessons/worksheets/motion\\_picture\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/motion_picture_analysis_worksheet.pdf)

❖ Blank Map of the United States of America

*Found at* <http://z.about.com/d/geography/1/0/9/H/usa3.jpg>



What historical thinking skills will your students learn and use during this lesson?

\_\_\_\_\_ **Process Goals** (Grasp chronology, use historians' basic tools, analyze sources, identify historical issues, etc. – These should be paired with an appropriate content goal and centerpiece)

- ❖ Primary source document analysis
- ❖ Timeline
- ❖ Mapping Historic Information

\_\_\_\_\_ **What Activities** will help your students learn, practice and achieve these goals?

**Procedure 1: (5 minutes)**

Have the class number off by five. Place all the ones in a single group, twos in another, and etcetera.

**Procedure 2: (5 minutes)**

Assign each group their document(s), pass out the analysis forms necessary for each particular document, and explain what the students will be doing.

**Procedure 3: (25 minutes)**

Students will work together in their groups to come to a common understanding of why their civil rights event was important. This will involve discussion and computer work.

**Procedure 4: (25 minutes)**

Each group will present the background of their event, describe their documents, and reflect upon why their event was important. While each group does this, the other students will take notes, construct a small timeline and place these events on them, and mark on a map where the event took place.



\_\_\_\_\_ **What Questions** will you ask to help students think critically and reflect on their own learning?

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\_\_\_\_\_ **How will you Assess** your students' learning with an activity that furthers their learning and reflects both their grasp of historical thinking skills and content goals?

The map and timeline will be collected at the beginning of the next class and graded largely just for completion. Each student will also be asked to write an essay of less than one page to explain which of the milestone civil rights events was most important to the civil rights movement and why. The essay will be due two days after this lesson is completed.