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Kingsport

Unit: The Struggle for Racial Equality (1865-1965)

Era: 5-9

Objective/Purpose: The goal of this unit is for students to develop an appreciation and understanding of the struggles African Americans encountered to become economically, politically and socially free from legalized discrimination in the U.S. during a 100-year period beginning in 1865. Students will discuss and analyze primary source documents presented and utilize these documents to develop cause/effect relationships. Students will also develop a time line of major events leading to the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

Grade Level- 5th Grade

Curriculum Standards:

5.5.12-Understand domestic policies in the post WWII period

1. Describe the struggle for racial equality
2. Explain Brown v. Board of Education and its importance to the Civil Rights Movement
3. Explain the contributions of Civil Rights leaders such as Martin Luther King, Jr.

Group Size: small, guided group of 8 students.

Lesson Time: Approximately one week, depending on students' background knowledge and discussion time: 3 days to present the document sequence and 2 days for assessment and evaluation activities.

Background Knowledge: It would be helpful for students to have an understanding of general vocabulary terms such as civil rights, discrimination, racism, segregation and integration. An understanding of The Constitution, and the responsibilities of the local, state and federal branches of government would be beneficial also.

Materials:

1. Primary source documents
2. Written Document Analysis Sheet
3. Cartoon Analysis Sheet
4. Photo Analysis Worksheet
5. Cause/Effect graphic organizer
6. Timeline graphic organizer

Strategies and Procedures: Within a small, guided group, the teacher will facilitate the viewing /analyzing of the documents by questioning and directing student attention to the

specific/relevant information contained. Who, what, when, where, author, point of view, audience and purpose are intended focal points for questioning.

Presentation of the documents is divided into 3 segments.

1. The Struggle
2. Hope
3. The Results

Evaluation/Assessment: Teams of 3 students each will analyze a team selected document, cartoon and photograph utilizing the worksheets included. Each student will then complete a time line depicting the landmark events culminating in the passage of the Voting Rights Act of 1965, as well as complete a cause/effect graphic organizer, connecting landmark events to their results.