



# Teaching the Movement 2014

The State of Civil Rights Education in the United States

*A Report by the Southern Poverty Law Center's  
Teaching Tolerance Program  
Montgomery, Alabama*

Foreword by Julian Bond • Introduction by Henry Louis Gates, Jr.

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SPLC



Teaching Tolerance

A Project of the Southern Poverty Law Center



# Teaching the Movement 2014

The State of Civil Rights Education in the United States



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## About the Report

This report was prepared by the Southern Poverty Law Center under the guidance of Teaching Tolerance Director Maureen Costello. The principal researcher and writer was Kate Shuster, Ph.D. The report was reviewed by Hasan Jeffries, Ph.D. and Jeremy Stern, Ph.D. It was edited by Maureen Costello, Alice Pettway, Adrienne Van der Valk and Monita Bell and designed by Scott Phillips and Sunny Paulk.

## About the Southern Poverty Law Center

The Southern Poverty Law Center is dedicated to fighting hate and bigotry and to seeking justice for the most vulnerable members of our society. Using litigation, education, and other forms of advocacy, the Center works toward the day when the ideals of equal justice and equal opportunity will be a reality.

## About Teaching Tolerance

Founded in 1991, Teaching Tolerance is dedicated to reducing prejudice, improving inter-group relations and supporting equitable school experiences for our nation's children.

The program provides free educational materials to educators for use by millions of students. *Teaching Tolerance* magazine is sent to 410,000 educators, reaching nearly every school in the country. Tens of thousands of educators use the program's film kits and more than 6,000 schools participate in the annual Mix It Up at Lunch Day program.

Teaching Tolerance teaching materials have won two Oscars, an Emmy and scores of honors from the Association of Educational Publishers, including two Golden Lamp Awards, the industry's highest honor.

On the cover: (Gov. George Wallace blocks the entrance to the University of Alabama 1963) AP Images; (Voters March Washington 1963) Marion S. Trikosko/Library of Congress; (Daisy Bates at her NAACP office 1957) Thomas D. McAvoy/Time & Life Pictures/Getty Images; (Segregated school following the supreme court case Plessy vs Ferguson 1896) Afro American Newspapers/Gado/Getty Images; (Martin Luther King, Jr. and Malcolm X 1964) Marion S. Trikosko; U.S. News & World Report Magazine/Library of Congress; (Vivian Malone, at University of Alabama 1963) Rolls Press/Popperfoto; (Bayard Rustin with Cleveland Robinson 1963) O. Fernandez/World Telegram & Sun/Library of Congress; (President John F. Kennedy addresses nation on civil rights 1963) Abbie Rowe/National Park Service; (Pete Seeger with Fannie Lou Hamer 1965) David Gahr/Getty Images; (Little Rock integration protest 1959) John T. Bledsoe U.S. News & World Report Magazine/Library of Congress; (President Lyndon Johnson signs Voting Rights Act 1965) Yoichi R. Okamoto/U.S. Government; (Abernathys march with MLK in Selma to Montgomery march 1965) Abernathy Family Photos; (1943 "Colored Waiting Room" sign) Esther Bubleby/Library of Congress; (Crossing of Edmund Pettus Bridge, Selma 1965) AFP/Getty Images; (Firefighters spray children at Birmingham Children's March 1963) Bill Hudson/AP Images/Corbis; (Integrated D.C. classroom 1957) Warren K. Leffler U.S. News & World Report Magazine/Library of Congress; (Black Panther demonstration New York City 1969) David Fenton/Getty Images; (Rosa Parks 1955) Bureau of Public Affairs; (Ku Klux Klan rally 1967) Ed Eckstein/CORBIS; (Federal troops on University of Alabama campus 1963) Warren K. Leffler U.S. News & World Report Magazine/Library of Congress

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# Foreword

BY JULIAN BOND



In the three years since the Southern Poverty Law Center first reported on the state of civil rights education, the nation dedicated a memorial to Martin Luther King Jr., and commemorated the 50th anniversaries of James Meredith's admission to Old Miss, the killing of Medgar Evers and the Birmingham Children's March. Despite this attention,

the bad news is that ignorance remains the operative word when it comes to the civil rights movement and much of African-American history.

We saw this when the cast of the *Real Housewives of Atlanta* visited a church in Savannah where holes had been bored in the floor to provide ventilation on the Underground Railroad. Porsha Stewart, granddaughter of civil rights leader Hosea Williams, quickly piped up to explain.

"Well, there has to be an opening for a railroad at some point," she said. "Because somebody's driving the train. It's not electric like what we have now."

The civil rights illiteracy of the American people is without dispute. The reasons are many. One, as this Teaching Tolerance study suggests, is the failure of our educational system.

When I taught at Harvard University some years ago, worried that I would be speaking down to my students, I devised a simple test of their knowledge of the civil rights movement and its major figures. Not one student could identify Alabama Governor George Wallace, whom one student described as "a television commentator who covered the Vietnam War."

They knew Rosa Parks and Martin Luther King Jr. Beyond that, ignorance.

We know that racial animosity exists throughout the land. A Cheerios television ad featuring an interracial

family produced such a racist response the sponsor had to withdraw the comments section.

In real life, a *Washington Post* columnist said the interracial family of New York's new mayor elicited "a gag reflex" from "people with traditional views."

The star of a popular reality series about a successful Southern family was temporarily taken off TV when the family patriarch expressed the view that, until the civil rights movement stirred them up, blacks were happy and content, singing in the cotton fields. The show was reinstated after an avalanche of support from viewers.

President Obama has been the butt of racist claims, caricatures and criticism since he was elected.

Racist attacks against the President; racial illiteracy among the population.

Some of us remember a song from the musical, *South Pacific*:

"You've got to be taught to be afraid  
Of people whose eyes are oddly made,  
And people whose skin is a different shade,  
You've got to be carefully taught.

You've got to be taught before it's too late,  
Before you are six or seven or eight,  
To hate all the people your relatives hate,  
You've got to be carefully taught"

This report strives to insure we are carefully and correctly taught, not to hate, but to understand and know each other.

*Julian Bond chaired the NAACP Board of Directors from 1998–2010 and is now Chairman Emeritus. He is a Distinguished Scholar in the School of Government at American University in Washington, D.C., and a Professor in the Department of History at the University of Virginia. He is also an emeritus member of the Southern Poverty Law Center Board of Directors.*

# Introduction

BY HENRY LOUIS GATES, JR.



## WANT TO HAVE A CONVERSATION ABOUT RACE?

“The right of every American to first-class citizenship is the most important issue of our time,” baseball’s first black major leaguer once said. Really, it is the most important issue of every time. Not only is citizenship in a democracy a status one inherits or receives, it is a history

each must carry forward to shape the future, a right that withers without constant vigilance and renewal.

Few understood this better than Jackie Robinson, the son of Georgia sharecroppers who, after lettering in four sports at U.C.L.A. and a court-martial trial prompted by his refusal to sit in the back of an army bus, stepped onto the field as a Brooklyn Dodger in April 1947 as a symbol of African Americans’ centuries-old quest to be regarded as citizens of equal rank with an equal opportunity to test their talents. At the time, the America Robinson lived in was largely defined by a stark and vicious color line, on the books and in the streets. Still, there was number 42, with his quiet but assertive play (hitting when he would be pitched to; stealing bases when he wouldn’t), teaching opposing players, ardent fans and the country as a whole how to rise above as a citizen of baseball and of the United States under the most trying circumstances.

“In order for America to be 100 percent strong – economically, defensively, and morally,” Robinson said, “we cannot afford the waste of having second- and third- class citizens.” The mission he had undertaken, what for decades members of the civil rights movement signed up for, was not simply an African-American or regional concern, but a model of resistance worthy of the nation’s founding ideals, too long subsumed. “Negroes aren’t seeking anything which is not good for the nation as well as ourselves,” Robinson explained. He was a true *American* hero.

Yet, despite the fact that his is the only number retired by every professional baseball team, Jackie Robinson is, at present, required teaching in only nine U.S. states, which, when it comes to preparing students in history,

are in charge of what is and what is not covered. As surprising a fact as this is, Robinson fares better than other game-changing pioneers of the civil rights movement, including James Meredith, required teaching in seven states; Ruby Bridges, in two; and Charlayne Hunter Gault, in one. What, you ask, do they have in common? Like number 42, they understood the struggle for citizenship to be the struggle of their time, except the fields they broke into were public schools, each of them braving the cold stares—and worse—of hate in order to receive the best possible education in their communities. This year marks the 60th anniversary of the Supreme Court’s historic *Brown v. Board of Ed.* decision ending segregation in American public schools. They are among those who forced its enforcement with their feet, hands and minds.

The movement they embodied wasn’t one or two or a dozen famous faces in the crowd, however; it involved generation after generation of faces, most of them anonymous but equally resilient, doing all they could to ‘make a way out of no way,’ as we say in the tradition. Yet how many in our schools today can even identify the contours of their struggle, the forces that opposed them, the strategies and tactics they developed, and the countless ways in which their movement was and remains connected to the struggles of people for liberation around the world?

Two years ago, the Southern Poverty Law Center’s Teaching Tolerance project sounded the alarm over the pervasive neglect of this history with its one-of-a-kind report card measuring state education standards. In that initial study, 35 states received a failing grade of F. Now, the SPLC has done it again, with improved benchmarking and greater state involvement. Yet, while there has been noteworthy progress since 2011, there are still 20 F’s out there, with twelve states requiring no teaching of the civil rights movement at all. To be commended are the three A’s in the group – Georgia, Louisiana and South Carolina – as well as California, which jumped from F to B under the SPLC’s updated evaluation system. Remarkably, however, when you add up all the A’s and B’s, seven out of 11 are former Confederate states, only reinforcing the dangerous misperception that black history is regional or only necessary where large pockets of African Americans reside.



Even more disturbing to me: Fewer than half of U.S. states today include in their major curriculum documents any information on Jim Crow laws, which, for a century, divided citizens by color according to the paradoxical formula, “separate but equal.” If students don’t understand these laws, or how they impacted the course of history, how will they ever be able to grasp the century of delay following emancipation that Dr. King pivoted from in the spontaneous “Dream” section of his iconic speech at the March on Washington in 1963? Or what the lawyers in *Brown* were up against? Or why the Civil Rights Act of 1964 and Voting Rights Act of 1965 were and remain necessary manifestations of the 14th Amendment’s guarantee of “equal protection of the laws”?

All of us are aware of the pressures our teachers and children are under to keep pace with the world’s students in science and math, but without a steep grounding in our history, what will rising generations have to pivot from? What will inspire them to remake their world with the confidence that comes from knowing it has been done before? Sensitive to these competing pressures as it works to study and promote the teaching of the civil rights movement, the SPLC is committed to working with all 50 states to empower teachers with robust curriculum and supporting resources, two measures new to the survey this time around. In response, states have also increased their efforts to present a fuller picture of where they are in order to understand where and how they can make progress. That’s what report cards are all about.

As for the naysayers, if working on my recent PBS series, *The African Americans: Many Rivers to Cross* (2013), covering the full 500-year sweep of African-American history, has taught me anything, it is that African Americans are inheritors of a great legacy. In fact, blacks make up 45 different ethnic groups and have produced one of the world’s most influential cultures, and the only way I was able to contain it in six one-hour episodes was by narrowing the 500 stories I received from professional historians down to 70. For this reason, black history, as such, should not be relegated to one week or month in the calendar but taught as it was lived within the larger American story.

Want to have a meaningful “conversation about race”? That conversation, to be effective and to last, to become part of the fabric of the national American narrative, *must* start in elementary school, and continue all the way through graduation from high school. It must do

this in the same way that the story of the Mayflower, the Pilgrims, the Puritans, the “City Upon a Hill” and the key, shaping stories and myths about ourselves were formulated for us through the school curriculum. Teaching *naturalizes* history; the content that is taught in our schools makes knowledge second nature. And until the contributions of African Americans become second-nature to all American school children, desperate calls for one more “conversation about race” are destined to repeat themselves—in an endless cycle—following the next race-based hate crime. The only way for the citizens of a nation to know and understand their history is to know the whole story, not just the chapters that reinforce uncontested assumptions while carving out counter-narratives as set-asides and add-ons only if there is time.

Want to honor the people who gave their lives and risked so much during the movement? Ask your school leaders to improve their design for teaching the history of the civil rights movement and for interweaving the sweep of African-American history into your child’s social studies curriculum. It must be taught. It must be nurtured. It must be sustained.

As Colin Powell reminded us after the passing of Nelson Mandela last December, the civil rights movement in the United States, as in South Africa, freed both black *and* white citizens from the forces of oppression and paved the way for others around the world. Now that Madiba, too, is gone, like Jackie Robinson, like Dr. King, and all the other freedom fighters before them, it is not enough to mourn their loss and say there is no way to fill the void. We must prepare the way by teaching our children what the movement for freedom, for equal opportunity, and for multicultural democracy was and how it remains connected to their aspirations for a better future. “No one is born hating another person because of the color of his skin, or his background or his religion,” Mandela taught us. “People learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.”

*Henry Louis Gates, Jr. is an Alphonse Fletcher University Professor and founding director of The Hutchins Center for African and African American Research at Harvard University.*

# Executive Summary

## INTRODUCTION

Three years ago, prompted by reports showing that American students knew little about the modern civil rights movement, the Southern Poverty Law Center launched an investigation into what—in the form of standards—states expected teachers to teach and students to learn. We found that most states demanded little instruction in this area.

In casting the movement as a regional matter, or a topic significant to African-American students only, the states failed to recognize the profound national significance of the movement. Their standards and frameworks sent the message that the movement could safely be ignored.

Three years later, we see some improvement in the message that states send to their teachers and students. In some cases, states have modified and strengthened their standards. Most of the improvement, however, was captured because we widened our lens to look beyond what states required, to include resources and materials they offered teachers.

This 2014 report expands and improves upon our previous report in three ways. First, we invited states to self-report on their programs, processes and progress in teaching the movement. Second, the report includes a comprehensive review of the resources that states provide to teachers. These resources include curricula, lesson plans and original historical documents. Third, the ratings resulted from a more nuanced evaluation of both the state standards and resources. Major findings include:

- Most states still pay little attention to the civil rights movement: 20 states received failing grades.
- There is a large gap between the states that do well and all other states.
- States that do try to cover the movement are weakest in acknowledging resistance to the movement and examining its causes.
- Supporting materials offered by some states are extremely valuable to teachers across the country.

Moving forward, we offer three recommendations. First, states should continue to improve their standards and

frameworks to add needed detail and nuance to coverage of the civil rights movement. Second, states should support teachers with accessible resources for teaching the movement. Third, teachers should look at exceptional resources offered outside their home states to enrich their classrooms.

## OVERVIEW

We publish this report as the nation prepares to commemorate major civil rights milestones. It 60 years since the U.S. Supreme Court's landmark *Brown v. Board of Education* decision and 50 since ratification of the constitutional ban on poll taxes and passage of the 1964 Civil Rights Act. Anniversaries are times to rejoice and reflect. But as we celebrate how far we have come as a nation, we should also be clear-eyed about the work that remains.

Amidst these anniversaries, the Supreme Court has rolled back hard-won protections for voting rights. At the same time, the very school districts that *Brown* desegregated have now re-segregated.<sup>1</sup> It is not at all clear that we are where we wanted to be when Dr. King spoke of his dream for a better America and when the nation looked on in horror as Birmingham police used dogs against black children peacefully protesting against segregation.

This is no time to rest on our laurels. It is a time to ensure that our children learn about the movement so they can continue the march for equality and justice in their time. This is the spirit that animated this report. For the second time, the Southern Poverty Law Center conducted a comprehensive review of the coverage accorded the civil rights movement in public school curricula at the state level.\* This report details the results of that review. It provides a national report card on the state of civil rights education in our country.

Generally speaking, the farther away from the South—and the smaller the African-American population—the less attention paid to the civil rights movement. In 15 states, coverage of the movement is minimal. In another five states, civil rights instruction is not covered or supported at all. It is hardly surprising, then, that so many states received a failing grade.

\* The report examines the educational standards of all 50 states and the District of Columbia. We use "states" in reference to all 51 entities.

At the same time, we discovered a rich array of resources for teaching the movement. We also found several models for full and effective instruction.

Like the 2011 *Teaching the Movement* report, this report is designed to promote change by identifying shortcomings in state documents and highlighting areas of excellence. In its analytical approach, it closely follows the 2011 report. There is, however, one major difference. This report looks not just at *whether* states require instruction in the civil rights movement, but also at *how* states teach movement history, including the ways they frame discussions of progress and opposition to change. To accomplish this, we considered state content standards and frameworks as well as the resources states offer to their teachers. These resources included curricula, lesson plans, resource banks and original historical documents.

## FINDINGS

We remain concerned that students are likely to remember only two names and four words about the civil rights movement: Martin Luther King Jr., Rosa Parks and “I have a dream.” Even as some states have made dramatic improvements in their coverage of the modern civil rights movement, most fall short of what is needed for minimum student proficiency.<sup>2</sup> The comprehensive review of state standards and instructional resources set forth in this report reveals that the state of education about the civil rights movement remains woefully inadequate.

When we considered the entire body of publicly available frameworks and resources states provide to teach the civil rights movement, 34 states received a score of 19 percent or less (see Table 1). The scores reflect the breadth and depth of state standards and supports.\* A score of 100 percent would mean that a state’s standards and resources were outstanding in every area; 50 percent means that they are adequate. Based on the raw scores, letter grades were assigned on a scale that recognizes the best state efforts. Only three states—Georgia, Louisiana and South Carolina—earned a grade of A.

- Twenty states whose coverage is minimal (with raw scores from 0 to 19%)—received grades of F. This

included five states—Alaska, Iowa, Maine, Oregon and Wyoming—that neither cover nor support teaching about the movement.

- Fourteen states earned grades of D for raw scores between 20 percent and 39 percent.
- Six states—Arkansas, the District of Columbia, Kansas, Mississippi, Tennessee and West Virginia—earned grades of C for raw scores between 40 percent and 50 percent.
- Eight states—Alabama, California, Florida, Maryland, New York, North Carolina, Oklahoma and Virginia—earned grades of B for raw scores between 50 percent and 60 percent.

Rather than recognizing the profound national significance of the civil rights movement, many states continue to mistakenly see it as a regional matter, or a topic of interest mainly for black students. Seven of the 11 highest-scoring states are in the South. They are joined by California, Maryland, Oklahoma and New York. Generally speaking, the farther away from the South—and the smaller the African-American population—the less attention paid to the movement.

The civil rights movement is a national, not a regional, issue. It has lessons for students beyond those in the South. In the words of noted civil rights historian Taylor Branch, “If you’re trying to teach people to be citizens, teach them about the civil rights movement.”

These findings should both worry and encourage educators and policy makers, regardless of their political stripe. They describe a nation that is failing in its responsibility to educate its citizens to be effective citizens. They also identify beacons of hope and new directions that should be models for the rest of the nation.

By issuing this report, the Southern Poverty Law Center hopes to continue and deepen the national conversation that we started three years ago about the importance of teaching America’s students about the modern civil rights movement. We call for states to integrate a comprehensive approach to civil rights education into their K-12 history and social studies curricula. We also call for a concerted effort among schools and other organizations to ensure that teachers are well-prepared to teach about the civil rights movement.

\* Breadth and depth—and the process used to identify these—are discussed in “Our Approach” on p. 13 and shown in Table 2.

TABLE 1

## 2014 Grades for Civil Rights Coverage in State Standards

STATE	GRADE	SCORE	STATE	GRADE	SCORE
South Carolina	A	97%	New Mexico	D	26%
Louisiana	A	96%	Texas	D	26%
Georgia	A	85%	Colorado	D	23%
Maryland	B	78%	New Jersey	D	21%
North Carolina	B	75%	Rhode Island	D	21%
Alabama	B	74%	Indiana	F	15%
Virginia	B	70%	Michigan	F	15%
Oklahoma	B	70%	Missouri	F	14%
California	B	68%	Montana	F	13%
New York	B	65%	Hawaii	F	11%
Florida	B	60%	Kentucky	F	10%
Tennessee	C	56%	Nebraska	F	10%
Kansas	C	53%	Wisconsin	F	10%
Mississippi	C	52%	Connecticut	F	8%
Arkansas	C	50%	New Hampshire	F	8%
West Virginia	C	49%	Idaho	F	4%
District of Columbia	C	41%	Nevada	F	4%
Arizona	D	39%	North Dakota	F	4%
Pennsylvania	D	37%	South Dakota	F	4%
Utah	D	33%	Vermont	F	4%
Washington	D	32%	Alaska	F	0%
Delaware	D	30%	Iowa	F	0%
Illinois	D	30%	Maine	F	0%
Massachusetts	D	28%	Oregon	F	0%
Ohio	D	27%	Wyoming	F	0%
Minnesota	D	26%			

### GUIDE TO THE STATE RANKINGS

The highest possible score was 100 percent, which would mean that a state provided outstanding guidance for teaching the civil rights movement in its major documents and supporting resources. Letter grades were assigned on a scale that recognizes the best efforts.

#### Grade A

The state scored at least 80 percent on our weighted scale. Even though these states can do more to ensure that students have a comprehensive understanding of the civil rights movement, they set higher expectations than other states.

#### Grade B

The state scored at least 60 percent on our weighted scale. These states should do more to ensure that students have a comprehensive picture of the civil rights movement, but did demonstrate a commitment to educating students about it. Standards and resources were clear but limited.

#### Grade C

The state scored at least 40 percent on our weighted scale. These states have significant additional work to do to ensure that students have a satisfactory, comprehensive picture of the civil rights movement. In general, these states are missing more than one key area—covering the movement in patches rather than systematically. Standards and resources are often jumbled, or states emphasize one over the other.

#### Grade D

The state scored at least 20 percent on our weighted scale. These states should significantly revise their standards and resources so that students have a satisfactory and comprehensive picture of the civil rights movement. In general, these states are missing several key areas, covering the movement incidentally or haphazardly.

#### Grade F

The state scored less than 20 percent on our weighted scale. Some of these states do not make any references to the civil rights movement in their major documents. Those that do require movement-related instruction miss essential content in most of the key areas. These states should substantially revise their standards and boost their supporting resources to ensure that their students have a satisfactory understanding of the civil rights movement.

## The Civil Rights Movement: *Why Now?*

“Often cast in a ‘Montgomery to Memphis’ frame that parallels the public life of Martin Luther King Jr., the Civil Rights Movement has taken on an air of inevitability in the popular imagination. Images and film footage have frozen the movement in time as an era when people risked their lives to end the crippling system of segregation in the South, and to secure the rights and privileges fundamental to American citizenship. For many young people, it looms as a shining moment in the distant past, with little relevance to contemporary issues concerning race, democracy, and social justice.”

—Waldo E. Martin Jr. and Patricia Sullivan, Introduction,  
*Teaching the American Civil Rights Movement: Freedom’s Bittersweet Song*, p. xi.

The civil rights movement is one of the defining events in American history, during which Americans fought to make real the ideals of justice and equality embedded in our founding documents. When students learn about the movement, they learn what it means to be active American citizens. They learn how to recognize injustice. They learn about the transformative role played by thousands of ordinary individuals, as well as the importance of organization for collective change. They see that people can come together to stand against oppression.

We are concerned that the movement, when it is given classroom time, is reduced to lessons about a handful of heroic figures and the four words “I have a dream.” Students need to know that the movement was much bigger than its most notable leaders, and that millions of people mustered the courage to join the struggle, very often risking their lives in the process. They need to know that the dream to which Dr. King gave voice has not yet been fully realized, despite the election of an African-American president. They need to know that as long as race is a barrier to access and opportunity, and as long as poverty is commonplace for people of color, the dream has not been achieved.

We are also concerned about the historical narrative promoted by some pundits and political figures who would deny the nation’s legacy of institutionalized oppression. There is tremendous pressure from the political right to teach a wholly false history that ignores the nation’s blemishes and misrepresents struggles for social

justice. In this revisionist version, the framers worked tirelessly to end slavery, the nation was perfect at birth, and states’ rights—not slavery—was the motivation behind Southern secession. Together, these interpretations deny the everyday reality of millions of today’s students—that the nation is not yet perfect and that racism and injustice still exist. This narrative also ignores the agency of people of color and denies the need for group action to promote social justice.

Beyond being false, these narratives are no longer persuasive to many of our students. Teaching the civil rights movement is essential to ensuring that American history is relevant to students in an increasingly diverse nation. Terrie Epstein’s research has shown that students enter classrooms with preexisting worldviews that differ, often dramatically, depending on race, ethnicity, class and other demographic factors.<sup>3</sup> Students whose real-life experience suggests that history is being “white-washed” are unlikely to accept lessons to the contrary. These worldviews are very difficult to dislodge, especially when the standard narrative used to teach the civil rights movement is simplistic or distorted.

**Students deserve to learn that individuals, acting collectively, can move powerful institutions to change.**

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What we know about civil rights movement instruction is not promising. We know that textbooks and core materials too often strip out context and richness to present a limited account of the movement.<sup>4</sup> We know that no comprehensive content standards exist for teaching about the movement. We know that even the most experienced teachers of U.S. history tend to rush to the finish line once their courses pass World War II. In 2011, when we examined state requirements, we were shocked to learn that 16 states did not require any instruction at all about the civil rights movement. This year, we decided to dig deeper—in addition to identifying areas for improvement, we sought models for the rest of the nation.

This report continues our call for change. The United States has a civic and moral imperative to ensure that all children learn about the history of the civil rights movement. As Jeremy Stern notes, “Today’s students need to actively learn what older generations either lived through or experienced as a strong part of their cultural surroundings: Even basic knowledge of the civil rights movement cannot be taken for granted among today’s children.” As the movement recedes from recent memory into history, it is more important than ever to assess the state of learning and teaching about these quintessential American events.

For a decade, we have been in the midst of anniversaries, commemorations and memorials of the civil rights movement. As movement figures die or withdraw from the public sphere, the struggle for civil rights will recede from active memory into historical memory. While there has never been a unified understanding of the movement, the disappearance of key actors brings risks that its lessons will be simplified and ultimately lost to students and society.

In many ways, the civil rights movement has been separated from a “movement” for quite some time.<sup>5</sup> Popular narratives create the impression that a small group of charismatic leaders, particularly Rosa Parks and Dr. Martin Luther King Jr., were primarily responsible for civil rights gains. Parks is justly venerated for her activism in triggering the Montgomery Bus Boycott. Yet too many depictions of her portray a lone woman who was simply tired and did not want to give up her seat on a bus to a white person. In reality, she was a trained participant in a well-organized social movement.

The reduction of the movement into simple fables obscures the broad social, institutional and personal

sacrifices of the people who engaged in the struggle. The King-and-Parks-centered narrative limits what we teach students about the range of possible political action. Students deserve to learn that individuals, acting collectively, can make powerful institutions change.

We should be just as concerned that the civil rights movement will be recast in a conciliatory frame. “[T]here is a powerful tendency in the United States to depoliticize traditions for the sake of ‘reconciliation,’” writes historian Michael Kammen. “Memory is more likely to be activated by contestation, and amnesia is more likely to be induced by the desire for reconciliation.”<sup>6</sup> Kammen observes that King’s image has been depoliticized, turning him in the eyes of the public from a radical antipoverty activist into a charismatic integrationist. Small wonder, then, that it is now commonplace for some politicians and media figures to use King’s words about a color-blind society as a wedge against expanded opportunities for people of color while drawing a curtain across contemporary injustices.

Teachers and textbooks routinely avoid conflict and controversial issues while creating what Terrie Epstein has called “sanitized versions” of important national events—slavery without enslavers, struggles for civil rights without racism and resistance—all culminating in a national triumph of good over evil.<sup>7</sup> “As a consequence of teaching a disingenuous national history,” writes Epstein, “millions of young people leave the public schools knowing a nationalistic perspective but not believing it, while those who accept it have no framework for understanding racism and other forms of inequality today.”<sup>8</sup>

Even as we face these pitfalls, we must do the best we can to teach the civil rights movement just as we teach other parts of American history. It is clear from our review that the civil rights movement is seen mainly as African-American or regional history. This view is profoundly misguided. Understanding the movement is essential to understanding American history. When students learn about the movement, they study more than a series of dates, names and actions. They learn about what it means to be American and come to appreciate the importance and difficulty of struggling against tyranny. We teach the civil rights movement to show that injustice can be overcome.

# Our Approach

## EXPANDED FOCUS

The United States has no national content standards for history. In recent years, states have joined with the National Governors Association Center for Best Practices and the Council of Chief State School Officers to develop and promote the adoption of Common Core State Standards (CCSS) in English/language arts and math. These standards have now been adopted in 45 states, the District of Columbia, Guam, American Samoa and the U.S. Virgin Islands. The new College, Career, and Civic Life (C3) Framework for Social Studies State Standards mirrors and supplements the Common Core. This framework, like the Common Core, is not about what students should learn but about how they should learn.

Because there is no national set of core content standards for history, the only way to measure the nature of our common expectations about student knowledge of the civil rights movement is to look at state standards and resources. These documents have substantial practical and symbolic value.

As a practical matter, state standards may be reflected in testing and accountability mechanisms as well as in instructional materials, teacher training, and professional development and textbooks (particularly in larger markets like Texas and California, whose decisions traditionally shape textbooks sold in smaller markets all over the country).<sup>9</sup> Symbolically, a state's standards and resources make a strong statement about the shared knowledge considered essential for residents of that state. Just as teachers set expectations for their students, each state sets expectations for its education system—its largest expenditure as well as its best investment in future prosperity.

But as much as state documents tell us, they leave many important questions unanswered. There is no straight line between state departments of education and the classroom—no serious person thinks that official state standards and resources dictate the whole (or even most) of what teachers teach. Even though this study improves upon our 2011 approach by looking at the resources that states offer, it still leaves us to guess at *how* the civil rights movement is taught. Surveying state resources, we found a rich variety of guidance. Model

lesson plans suggest strategies such as using original historical documents, engaging in role-play or interviewing community members. It would be remiss of us, however, to take these recommendations as anything other than well-meant advice.

Realistically, when we examine state standards we learn only what states expect students to learn. When we look at educational resources, we see the guidance that states offer. Standards are not necessarily followed and resources are not necessarily used. We simply do not know what students are learning about the civil rights movement. Even if we were to see detailed state standards covering the civil rights movement (and the Fordham report shows that even those states with otherwise detailed standards tend to shortchange the ones for events after World War II), these frameworks are not meaningful without testing and accountability—all too often lacking in history assessment, in particular.

Despite these limitations, this report examines state standards and resources because those documents represent the expectations that states set for their students and the support offered to teachers. If there is any single finding that has held true in educational research over the last 100 years, it is that high expectations are necessary for high achievement. When states say that a significant event like the civil rights movement is not essential content, or that it should be studied in only a superficial manner, why would we expect students—or teachers—to draw different conclusions?

## WHAT'S NEW IN 2014

The 2011 report used a microscope to examine state content standards. The 2014 report pulls the lens back to look at the full array of state documents and initiatives available to teach the movement. The new approach gave us a broader sense of state requirements and instructional suggestions, while identifying outstanding resources and promising practices. We measured two areas in each state: the major documents and supporting resources. The major documents include state content standards as well as the frameworks and supporting documents officially designated to support implementation of the standards. In general, these documents are easily

located on state websites. This study examines all current and available state standards, frameworks, model curricula and related documents archived on the websites of the departments of education of all 50 states and the District of Columbia. It focuses on standards for social studies, social science, history and related subjects like civics or geography. Any mentions of the civil rights movement in English language arts standards or standards for other subjects are omitted by design.

Wherever possible, this study identified the standards that will be used in the 2014-2015 school year for each state's social studies divisions. All grade levels were examined. To engage states in a conversation about their materials, we surveyed state superintendents, curriculum specialists and social studies professionals beginning in April 2013. Through the fall of 2014, we communicated closely with them to ensure that we were getting the best possible picture of the range of efforts and documents put forth by state officials.

The supporting resources include other materials provided by the state's Department of Education to teach the civil rights movement. Rather than use keyword searches that might overlook core concepts or ideas and leave out essential context, we read all related documents for all states. This study substantially adds to the 2011 report by examining the supporting documents at every state level rather than looking only at requirements. This means it is the first study to provide a comprehensive look at state standards and resources for studying the civil rights movement.

**This was not a simple task.  
There is no common approach  
to developing, formatting or  
publishing standards.**

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With an expanded focus on guidance given to classroom teachers, the 2014 grades more accurately represent the weight states give to the civil rights movement. The major documents—standards and frameworks—account for 60 percent of a state's grade. The supporting resources account for the remaining 40 percent. Standards and frameworks are aspirational and symbolic, often forged in a political process that limits the influence of the professional educators at state departments of education. In local-control states, where curriculum is left to local districts, state standards are minimal or nonexistent. By giving weight to supporting resources, we recognize the efforts made by state departments of education to support the teaching of the movement.

After the 2011 report, we listened to criticisms that suggested that standards didn't tell enough of the story. We spoke with teachers and educational leaders in the states who told us that they rely on these additional resources, and we changed our methods accord-

ingly. Table 2 summarizes the methods we used to arrive at a state's final grade. A full description of the methods is in Appendix B.

The new methods used here were designed to reward states with outstanding supporting resources, even when the corresponding state standards might be "dismal," to use the language of the 2011 report. Even so, because of our more-detailed approach, we awarded A grades only to states scoring in the 80th percentile (up from 70 percent in the 2011 report). As we broadened our lens, we also raised the bar.



TABLE 2

## 2014 Rubric for Assigning State Grades

MAJOR DOCUMENTS (60%)					
Item	0	1	2	3	4
Content	Contains less than 20% of essential content.	Contains at least 20% of essential content.	Contains at least 40% of essential content.	Contains at least 60% of essential content.	Contains at least 80% of essential content.
Sequence	Materials contain no elements necessary to score a 3.	Materials lack two of the elements necessary to score a 3.	Materials lack one of the elements necessary to score a 3.	Coverage expands discussion of the civil rights movement beyond the "Montgomery to Memphis" time line. The movement is presented in an order that makes sense in the arc of American history. Learning is sequenced across grades.	Exceptionally well-sequenced standards and frameworks thoughtfully arranged across grades.
Depth	Materials contain no elements necessary to score a 3.	Materials lack two of the elements necessary to score a 3.	Materials lack one of the elements necessary to score a 3.	The movement's causes are clearly presented. Major documents are clear about the nature of resistance to the movement. Documents discuss different strategies within the movement.	Documents combine clarity with nuance, providing conceptual guidance to teachers and students.
Connections	Materials contain no elements necessary to score a 3.	Materials lack two of the elements necessary to score a 3.	Materials lack one of the elements necessary to score a 3.	Coverage connects to present-day events. Connections to civic education are explicit, as are connections to other movements in the 20 <sup>th</sup> century and beyond.	Documents encourage teachers and students to make new connections to their lives and communities.
SUPPORTING RESOURCES (40%)					
Item	0	1	2	3	4
Comprehensive	Materials contain no elements necessary to score a 3.	Materials lack two of the elements necessary to score a 3.	Materials lack one of the elements necessary to score a 3.	Materials cross grade levels. They cover many aspects of the movement, reaching beyond aspects covered in the major documents. They include several lesson and unit plans.	Materials reach beyond the norm, making the movement relevant to the state's population.
Promote Historical Thinking	Materials contain no elements necessary to score a 3.	Materials lack two of the elements necessary to score a 3.	Materials lack one of the elements necessary to score a 3.	Materials promote the use of original historical documents. They include well-constructed resources for teachers to use those documents. Materials go beyond the traditional narrative.	Materials promote thoughtful use of historical documents beyond the basics (i.e., "I Have a Dream" and "Letter From Birmingham Jail.")
Access and Presentation	Materials contain no elements necessary to score a 3.	Materials lack two of the elements necessary to score a 3.	Materials lack one of the elements necessary to score a 3.	Materials are easy to access online. They are clearly organized by grade and topic. Materials are presented in a way that makes them easy to use.	Materials are consistent in quality, employing best practices in lesson planning and unit design.

## NATIONAL FINDINGS

## How Do States Compare to Each Other?

There is considerable variation in the guidance that states offer for teaching the civil rights movement. The average score across all states and the District of Columbia was 33 percent for an average grade of D. Using a different and much more restrictive methodology in 2011, the average score was 19 percent. This is not much of an increase, considering the expansive and more nuanced method used in the present study. A majority of states earned a grade of D or below, with 20 earning a grade of F.

Only three states—Louisiana, South Carolina and Georgia—received an A. Maryland, North Carolina, Alabama, Virginia, Oklahoma, California, New York and Florida received a B. Six states received a C for a low pass, even when a score of just 40 percent was required to earn a C and a score of 60 percent was required for a B. Fourteen states received a D.

Table 3 compares the 2011 and 2014 scores by state. It is important to remember that this table represents two different methods of evaluation: the narrower 2011 focus and the more expansive 2014 focus. The average change was an increase of 17 percentage points. Several states saw large changes from the 2011 ratings. Because of its new standards and outstanding supporting resources, North Carolina's score increased by 71 percentage points. Oklahoma's score increased by 66 percentage points—that state's new C3 Standards are among the best in the nation for covering the civil rights movement. Other states, such as Louisiana, California, Maryland and Kansas, saw big increases due to their exceptional supporting resources. Some local-control states, such as Delaware, Pennsylvania and Utah, rose to a passing grade based solely on the quality of their supporting resources. Six states saw no change in their score, while four (Florida, Nevada, Texas and Illinois) saw a decrease.

Because we separated states' major documents from their supporting resources, we were able to look a little deeper into the nature of state support for teaching the civil rights movement. Table 4 ranks the states based only on their major documents. The list shows a wide range, including the 12 states that scored a zero in every category used to evaluate state standards and frameworks.

The rankings illuminate the way that our new methodology captured the differences among states. For example, Georgia and California scored only a 2 in the essential content category, but because their major documents' narrative approach managed to capture broad elements of the movement, they scored high overall. Indiana, on the other hand, scored a 2 for essential content, but scored lower overall because its major documents contained content but little nuance.

Looking at the supporting resources allowed us to capture an astonishingly broad snapshot of the ways states, schools and districts are teaching the civil rights movement. Resources ranged from official state guidance documents to individual lesson plans submitted by teachers and posted on state websites. Table 5 shows the rankings of states when we looked only at their supporting resources. Six states scored perfect marks for supporting resources. These states offer materials that any social studies teacher would find useful for the classroom, regardless of grade level. Twenty states did not score a single point in this part of our assessment. Not all of these states are local-control states; they include both states that offer no resources for teaching any era of American history as well as states whose offerings happen not to include the civil rights movement.

Many teachers would never think to check the websites of other states' departments of education for resources, but our search has revealed a wealth of documents, lesson plans and links to original historical documents for teaching the civil rights movement. This is one of the major advantages of the 2014 report over its predecessor. We are now able to identify outstanding state resources to support teaching the movement—resources that might not otherwise cross the desk of the average, busy social studies teacher. Table 6 identifies nine notable state resource banks for teaching the movement, annotated to guide teachers and school leaders. Table 7 identifies other sites with exceptional resources for teachers.

TABLE 3

## Comparison of 2011 and 2014 Scores by State

STATE	2011 GRADE	2011 SCORE	2014 GRADE	2014 SCORE	STATE	2011 GRADE	2011 SCORE	2014 GRADE	2014 SCORE
Alabama	A	70%	B	74%	Montana	F	0%	F	13%
Alaska	F	0%	F	0%	Nebraska	F	1%	F	10%
Arizona	D	22%	D	39%	Nevada	F	8%	F	4%
Arkansas	D	20%	C	50%	New Hampshire	F	0%	F	8%
California	F	15%	B	68%	New Jersey	F	15%	D	21%
Colorado	F	1%	D	23%	New Mexico	F	14%	D	26%
Connecticut	F	0%	F	8%	New York	A	65%	B	65%
Delaware	F	0%	D	30%	North Carolina	F	4%	B	75%
District of Columbia	D	28%	C	41%	North Dakota	F	0%	F	4%
Florida	A	64%	B	60%	Ohio	F	10%	D	27%
Georgia	B	57%	A	85%	Oklahoma	F	4%	B	70%
Hawaii	F	6%	F	11%	Oregon	F	0%	F	0%
Idaho	F	2%	F	4%	Pennsylvania	F	0%	D	37%
Illinois	B	54%	D	30%	Rhode Island	F	4%	D	21%
Indiana	F	7%	F	15%	South Carolina	B	52%	A	97%
Iowa	F	0%	F	0%	South Dakota	F	0%	F	4%
Kansas	F	8%	C	53%	Tennessee	C	39%	C	56%
Kentucky	F	0%	F	10%	Texas	C	35%	D	26%
Louisiana	C	43%	A	96%	Utah	F	8%	D	33%
Maine	F	0%	F	0%	Vermont	F	0%	F	4%
Maryland	C	31%	B	78%	Virginia	C	32%	B	70%
Massachusetts	D	24%	D	28%	Washington	F	11%	D	32%
Michigan	F	13%	F	15%	West Virginia	F	6%	C	49%
Minnesota	F	4%	D	26%	Wisconsin	F	0%	F	10%
Mississippi	C	40%	C	52%	Wyoming	F	0%	F	0%
Missouri	F	1%	F	14%					

TABLE 4

## 2014 Rankings of States Based on Major Documents

STATE	CONTENT	SEQUENCE	DEPTH	CONNECTIONS	SCORE (OUT OF 16)	PERCENT
South Carolina	4	4	4	4	16	<b>94%</b>
Louisiana	4	3	4	4	15	<b>94%</b>
Oklahoma	4	4	4	3	15	<b>94%</b>
Tennessee	3	4	4	4	15	<b>94%</b>
California	2	4	4	2	12	<b>75%</b>
Georgia	2	4	2	4	12	<b>75%</b>
Mississippi	2	4	2	4	12	<b>75%</b>
New York	3	4	2	3	12	<b>75%</b>
District of Columbia	3	4	3	1	11	<b>69%</b>
North Carolina	2	4	2	3	11	<b>69%</b>
Maryland	2	3	3	2	10	<b>63%</b>
Alabama	3	3	1	2	9	<b>56%</b>
Arkansas	2	2	3	1	8	<b>50%</b>
Florida	3	2	1	2	8	<b>50%</b>
Virginia	1	3	2	2	8	<b>50%</b>
Illinois	2	3	0	2	7	<b>44%</b>
Kansas	2	3	0	2	7	<b>44%</b>
Minnesota	0	3	1	3	7	<b>44%</b>
New Mexico	1	3	2	1	7	<b>44%</b>
Texas	1	2	2	2	7	<b>44%</b>
Arizona	1	2	0	3	6	<b>38%</b>
West Virginia	1	2	1	1	5	<b>31%</b>
Indiana	2	1	0	1	4	<b>25%</b>
Michigan	1	2	0	1	4	<b>25%</b>
Washington	0	1	1	2	4	<b>25%</b>
Hawaii	1	1	0	1	3	<b>19%</b>

STATE	CONTENT	SEQUENCE	DEPTH	CONNECTIONS	SCORE (OUT OF 16)	PERCENT
New Jersey	0	2	1	0	3	<b>19%</b>
Connecticut	0	1	0	1	2	<b>13%</b>
Massachusetts	1	1	0	0	2	<b>13%</b>
New Hampshire	0	2	0	0	2	<b>13%</b>
Rhode Island	0	1	0	1	2	<b>13%</b>
Idaho	0	1	0	0	1	<b>6%</b>
Kentucky	0	1	0	0	1	<b>6%</b>
Missouri	0	1	0	0	1	<b>6%</b>
Nebraska	0	1	0	0	1	<b>6%</b>
Nevada	0	0	0	1	1	<b>6%</b>
North Dakota	0	0	0	1	1	<b>6%</b>
South Dakota	0	1	0	0	1	<b>6%</b>
Vermont	0	0	0	1	1	<b>6%</b>
Alaska	0	0	0	0	0	<b>0%</b>
Colorado	0	0	0	0	0	<b>0%</b>
Delaware	0	0	0	0	0	<b>0%</b>
Iowa	0	0	0	0	0	<b>0%</b>
Maine	0	0	0	0	0	<b>0%</b>
Montana	0	0	0	0	0	<b>0%</b>
Ohio	0	0	0	0	0	<b>0%</b>
Oregon	0	0	0	0	0	<b>0%</b>
Pennsylvania	0	0	0	0	0	<b>0%</b>
Utah	0	0	0	0	0	<b>0%</b>
Wisconsin	0	0	0	0	0	<b>0%</b>
Wyoming	0	0	0	0	0	<b>0%</b>

TABLE 5

## 2014 Rankings of States Based on Supporting Resources

STATE	COMPREHENSIVE	HISTORICAL THINKING	ACCESS AND PRESENTATION	SCORE (OUT OF 12)	PERCENT
Alabama	4	4	4	12	100%
Georgia	4	4	4	12	100%
Louisiana	4	4	4	12	100%
Maryland	4	4	4	12	100%
Virginia	4	4	4	12	100%
Pennsylvania	3	4	4	11	92%
South Carolina	3	4	4	11	92%
North Carolina	3	4	3	10	83%
Utah	3	3	4	10	83%
Delaware	2	4	3	9	75%
Florida	3	3	3	9	75%
West Virginia	3	3	3	9	75%
Kansas	3	3	2	8	67%
Ohio	3	2	3	8	67%
California	3	2	2	7	58%
Colorado	1	2	4	7	58%
Arkansas	2	2	2	6	50%
Massachusetts	2	2	2	6	50%
New York	2	2	2	6	50%
Arizona	2	1	2	5	42%
Washington	2	2	1	5	42%
Montana	0	1	3	4	33%
Oklahoma	2	1	1	4	33%
Rhode Island	1	1	2	4	33%
Missouri	1	1	1	3	25%
New Jersey	1	1	1	3	25%

STATE	COMPREHENSIVE	HISTORICAL THINKING	ACCESS AND PRESENTATION	SCORE (OUT OF 12)	PERCENT
Wisconsin	1	1	1	3	25%
Kentucky	0	0	2	2	17%
Mississippi	1	0	1	2	17%
Nebraska	0	1	1	2	17%
Illinois	0	0	1	1	8%
Alaska	0	0	0	0	0%
Connecticut	0	0	0	0	0%
District of Columbia	0	0	0	0	0%
Hawaii	0	0	0	0	0%
Idaho	0	0	0	0	0%
Indiana	0	0	0	0	0%
Iowa	0	0	0	0	0%
Maine	0	0	0	0	0%
Michigan	0	0	0	0	0%
Minnesota	0	0	0	0	0%
Nevada	0	0	0	0	0%
New Hampshire	0	0	0	0	0%
New Mexico	0	0	0	0	0%
North Dakota	0	0	0	0	0%
Oregon	0	0	0	0	0%
South Dakota	0	0	0	0	0%
Tennessee	0	0	0	0	0%
Texas	0	0	0	0	0%
Vermont	0	0	0	0	0%
Wyoming	0	0	0	0	0%

TABLE 6

## Nine Notable State Resource Guides

**1. ALABAMA** The Alabama Learning Exchange (ALEX) indexes more than 200 resources for teaching the civil rights movement. The site ([alex.state.al.us/plans.php](http://alex.state.al.us/plans.php)) features many teacher-designed materials and materials from outside providers. These include dozens of lesson plans and podcasts as well as informational resources and activities provided by sponsoring partners. Teachers can create a personal workspace for storing and sharing lesson plans.

**2. LOUISIANA** The high school civil rights unit in Louisiana’s Comprehensive Curriculum ([www.louisianabelieves.com/docs/academic-curriculum/curriculum---social-studies-high-school-world-history-unit-9.doc?sfvrsn=2](http://www.louisianabelieves.com/docs/academic-curriculum/curriculum---social-studies-high-school-world-history-unit-9.doc?sfvrsn=2)) is an outstanding resource for secondary teachers working to teach the movement. Multiple units link time-tested teaching strategies to movement ideas, figures and events. The lessons reach well beyond the traditional movement narrative, from the murder of Emmett Till to Watts and beyond. Throughout, the curriculum directs teachers to valuable resources available online, including many original historical documents.

**3. SOUTH CAROLINA** South Carolina’s Social Studies Support Document ([ed.sc.gov/agency/programs-services/61](http://ed.sc.gov/agency/programs-services/61)) should be required reading for anyone teaching the civil rights movement. In 1994, the South Carolina Department of Education published *African Americans and the Palmetto State* ([ed.sc.gov/agency/programs-services/61/documents/aapalmettostate.pdf](http://ed.sc.gov/agency/programs-services/61/documents/aapalmettostate.pdf)). At more than 250 pages, this book (available for free on the DOE’s website) is an extraordinary resource for teachers. Its coverage of the civil rights movement in South Carolina is well-constructed and engaging.

**4. GEORGIA** Georgia’s resources ([www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Social-Studies.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Social-Studies.aspx)) include

“Share the Journey” packets for grades K-12. They are clearly linked to the Common Core, guiding teachers through detailed units. While they focus on the events of 1963, the “Share the Journey” lessons expand from the March on Washington to cover a broad view of the civil rights movement. They treat resistance to the movement in detail, particularly above the fifth grade. Two lessons use especially innovative connections to world history.

**5. MARYLAND** The Maryland State Department of Education’s partnership with the Reginald F. Lewis Museum of Maryland African American History and Culture has produced lessons across grade levels that are aligned with museum content. Some of the lessons are collected online ([www.msde.maryland.gov/msde/divisions/instruction/rfl\\_museum\\_md.htm](http://www.msde.maryland.gov/msde/divisions/instruction/rfl_museum_md.htm)). Several are movement-related. The lessons as a whole are excellent—most teachers could immediately use them in their classrooms.

**6. VIRGINIA** Virginia’s History and Social Science Enhanced Scope and Sequence (ESS) Sample Lesson Plans ([www.doe.virginia.gov/testing/sol/standards\\_docs/history\\_socialscience/2008/lesson\\_plans/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/2008/lesson_plans/index.shtml)) contain many useful lessons for teaching the movement. Additional resources are linked from the state’s History and Social Science Instruction Web page ([www.doe.virginia.gov/instruction/history/resources.shtml#civilrights](http://www.doe.virginia.gov/instruction/history/resources.shtml#civilrights)). The resources include a variety of audio, video, print resources and lesson plans selected by the Commonwealth of Virginia’s Division of Legislative Services that help explain the civil rights movement as well as Virginia’s role in the movement and the impact of massive resistance in communities across the state.

**7. PENNSYLVANIA** Pennsylvania’s Standards Aligned System website ([www.pdesas.org](http://www.pdesas.org)) does an excellent job of clearly linking resources and supporting



materials to the state's content standards. The site points teachers to many resources related to the civil rights movement. Even when those resources are outside the Pennsylvania site (for example, on a third-party provider like Thinkfinity), the SAS site clearly links resources to state standards and provides a summary of activities, allowing teachers to choose quickly among resources that might be useful to their specific lessons or student populations. The linked resources, in general, are high-quality. Many use original historical documents and encourage teachers to use those documents thoughtfully in the classroom.

**8. NORTH CAROLINA** North Carolina's new K-12 Social Studies Unpacking Document ([www.ncpublic-schools.org/acre/standards/support-tools/#unsocial](http://www.ncpublic-schools.org/acre/standards/support-tools/#unsocial)) is an innovation in the construction of state curriculum frameworks. The document's embedded hyperlinks lead teachers to an exceptionally rich and well-curated set of online resources for teaching the civil rights movement. They have an admirable emphasis on original historical documents, most linked to lesson plans and resources that teachers could easily adopt in their classrooms. The state's sample unit for teaching the civil rights movement in eighth grade ([ssnces.ncdpi.wikispaces.net/Civil+Rights+Movement+Sample+Unit](https://ssnces.ncdpi.wikispaces.net/Civil+Rights+Movement+Sample+Unit)) is a good example for teachers in the middle grades. Finally, they offer a collection of suggested activities for students during and after field trips to civil rights museums ([ssnces.ncdpi.wikispaces.net/Civil+Rights+Movement+Museum+Activities](https://ssnces.ncdpi.wikispaces.net/Civil+Rights+Movement+Museum+Activities)). While not all teachers will have access to similar museums, these activities could be models for other local exhibits or repurposed for virtual museum tours now widely available online.

**9. UTAH** As part of the anniversary of the March on Washington, Utah has created some additional resources, including a time line of events from 1954 into the 1970s, with links to specific events during

each of those years ([www.uen.org/core/socialstudies/civil](http://www.uen.org/core/socialstudies/civil)). This is a rich and well-constructed resource for teachers that curates outside content in a dynamic environment. It is matched by the civil rights resources linked at the Utah Education Network's "Themepark" ([www.uen.org/themepark/liberty/civil-rights.shtml](http://www.uen.org/themepark/liberty/civil-rights.shtml)), where coverage expands far beyond the standard movement narrative and resources. In addition, Utah's State Office of Education now offers an online course for teachers about the civil rights movement as part of an effort to provide substantial professional-development opportunities on this crucial time in U.S. history. The course covers major figures, events and groups in the struggle, including the activities of black and white Americans. This two-credit, eight-week course is unique in its breadth and ambition.

TABLE 7

## Best of the Web: Online Resources for Teaching the Movement

- **The National Archives** offers outstanding resources for teaching with original historical documents. The Teaching With Documents site ([www.archives.gov/education/lessons](http://www.archives.gov/education/lessons)) includes many lessons aligned with original historical sources related to the civil rights movement. The Docs Teach site ([docsteach.org](http://docsteach.org)) offers an interactive tool for teachers to build their own activities using documents and time lines.
- **The Stanford History Education Group** collects inquiry-focused lessons to teach many eras of American and world history, including the civil rights movement. The Reading Like a Historian curriculum ([sheg.stanford.edu/rlh](http://sheg.stanford.edu/rlh)) is especially good for using original historical documents.
- **The Library of Congress** provides quality lessons and materials for teaching the civil rights movement. The site ([www.loc.gov/teachers](http://www.loc.gov/teachers)) is now searchable using the Common Core as well as state content standards by grade level, making them immediately accessible for any teacher. The Voices of the Civil Rights Movement project archives many oral histories ([www.loc.gov/exhibits/civilrights](http://www.loc.gov/exhibits/civilrights)).
- **Civil Rights Teaching** is a project of Teaching for Change. The resources section of their website ([civilrightsteaching.org](http://civilrightsteaching.org)) offers a number of high-quality lessons spanning grades and subject material. The site is designed to support the book *Putting the Movement Back Into Civil Rights Teaching*, but stands alone as a resource for teachers.
- **PBS Learning Media** helps teachers to find many excellent resources and lessons. They are searchable by Common Core standards and other criteria ([www.pbslearningmedia.org](http://www.pbslearningmedia.org)). There is an extensive collection of civil rights material. One page in particular ([www.pbs.org/teachers/thismonth/civil-rights/index1.html](http://www.pbs.org/teachers/thismonth/civil-rights/index1.html)) organizes lessons, resources and activities dealing with the civil rights movement in American literature.
- **The National Park Service** maintains several historic sites and offers information on places related to the civil rights movement that are listed on the National Register of Historic Places ([www.nps.gov/nr/travel/civilrights/](http://www.nps.gov/nr/travel/civilrights/)). Lessons and resources are offered as part of its Teaching with Historic Places program ([www.nps.gov/nr/twhp/feb00.htm](http://www.nps.gov/nr/twhp/feb00.htm)).

## NATIONAL FINDINGS

## Content in the Major Documents

Even with our expanded approach to grading, we were still interested in looking at the content specified in states' major documents. We used the 2011 essential-content rubric, found in Appendix B. Table 8 breaks out the scores for each state in terms of the essential-content rubric's major categories: *leaders*, *groups*, *events*, *history*, *opposition* and *tactics*, with total content scores included for comparison. There is considerable variance among the content categories. Scores are highest in the leaders category, with an average score of 39 percent. The lowest average score, 16 percent, is in the *opposition* category. The average content grade is low at only 27 percent. Scores shifted from 2011 in part because several states dramatically improved their standards (Tennessee and Oklahoma are examples of this), but also because we included "suggested" content as well as "required" content this year.

In addition, we reprised our 2011 analysis by taking a closer look at the kind of content in state documents. Some states went into a surprising amount of detail regarding the civil rights movement. Sometimes these details were specific to events in a state (e.g., the Tallahassee bus boycott in Florida); at other times, they did not seem to have a specific relationship to a state's particular history (e.g., the Texas requirement that students learn about Lester Maddox).

Table 9 shows all required details for all surveyed states ranked by how often the detail was found in a state's documents. These numbers represent the number of states that required each item. These details were included if they were mentioned in the major documents, regardless of context. This means the table fails to capture nuance in state standards. Unfortunately, for most states there was little nuance to capture, as these requirements often appear in lists rather than as part of meaningful and well-constructed learning expectations. Table 10 takes the same list and breaks it out by category.

The list reveals a continuing lack of national coverage of the core elements of the civil rights movement. We were pleased to find that the majority of states mention *Brown* and Martin Luther King Jr. in their major documents. From there, consensus drops off dramatically. This year, unlike 2011, we counted mentions of the Ku

Klux Klan and Jim Crow in Reconstruction era and the 1920s, even if states did not connect those ideas to the civil rights movement. Still, we were disappointed to see that fewer than half of the states included Jim Crow laws in their major documents and only 11 included the Ku Klux Klan. Only one state covers Bull Connor, a surprising omission of a figure who symbolized opposition to the movement in the eyes of a generation. This is consonant with the overall low state scores in the rubric's *opposition* category and serves as some confirmation of the "sanitization" hypothesis advanced by Epstein and others.

States require students to learn about very few female figures in the civil rights movement. Rosa Parks is the most popular, appearing in the major documents of 25 states. Only a handful of states require students to learn about Watts and other urban uprisings in the "long, hot summers" of 1964-1968. One state requires students to learn about the Kerner Commission. These latter omissions likely reflect periodization of the civil rights movement as well as the well-documented tendency of history standards to become more vague as they approach the present time.

Sorting by categories, as in Table 10, adds an additional level of nuance. It reveals a lack of consensus among states about the civil rights movement's essential leaders and events, while showing how little detail is required for the *history* and *opposition* categories.

In general, state documents cover few and scattered aspects of the civil rights movement. Even when states agree about the need to teach the civil rights movement, they do not agree about the essential knowledge needed to understand the movement.

TABLE 8

## 2014 State Scores in Essential Content, by Category

STATE	LEADERS	GROUPS	EVENTS	HISTORY	OPPOSITION	TACTICS	CONTENT
Alabama	100%	100%	75%	29%	25%	43%	69%
Alaska	0%	0%	0%	0%	0%	0%	0%
Arizona	50%	0%	17%	57%	0%	14%	22%
Arkansas	75%	67%	58%	57%	50%	43%	59%
California	88%	0%	92%	29%	50%	71%	58%
Colorado	0%	0%	0%	14%	0%	0%	1%
Connecticut	38%	0%	0%	0%	0%	0%	8%
Delaware	0%	0%	0%	0%	0%	0%	0%
District of Columbia	88%	100%	58%	43%	50%	29%	64%
Florida	100%	67%	67%	29%	25%	71%	66%
Georgia	100%	67%	58%	43%	25%	29%	58%
Hawaii	25%	33%	17%	14%	25%	57%	30%
Idaho	13%	0%	0%	0%	0%	0%	3%
Illinois	75%	100%	83%	29%	0%	0%	55%
Indiana	88%	100%	67%	14%	25%	0%	55%
Iowa	0%	0%	0%	0%	0%	0%	0%
Kansas	100%	0%	75%	0%	25%	57%	49%
Kentucky	13%	0%	0%	0%	0%	0%	3%
Louisiana	75%	100%	83%	71%	50%	100%	84%
Maine	0%	0%	0%	0%	0%	0%	0%
Maryland	50%	0%	50%	14%	50%	71%	41%
Massachusetts	50%	0%	75%	0%	0%	14%	28%
Michigan	13%	67%	58%	14%	25%	14%	34%
Minnesota	0%	0%	25%	14%	0%	29%	12%
Mississippi	75%	33%	25%	57%	25%	29%	41%
Missouri	0%	0%	8%	0%	0%	0%	2%

TEACHING THE MOVEMENT

STATE	LEADERS	GROUPS	EVENTS	HISTORY	OPPOSITION	TACTICS	CONTENT
Montana	13%	0%	0%	0%	0%	0%	3%
Nebraska	13%	0%	8%	0%	0%	0%	4%
Nevada	0%	0%	8%	0%	0%	14%	5%
New Hampshire	13%	0%	8%	14%	0%	14%	8%
New Jersey	25%	0%	33%	0%	0%	29%	17%
New Mexico	38%	0%	33%	14%	0%	29%	21%
New York	75%	100%	75%	14%	0%	57%	63%
North Carolina	50%	33%	67%	14%	25%	29%	40%
North Dakota	25%	0%	0%	0%	0%	0%	5%
Ohio	13%	0%	8%	0%	0%	29%	10%
Oklahoma	100%	100%	83%	86%	50%	71%	85%
Oregon	0%	0%	0%	0%	0%	0%	0%
Pennsylvania	0%	0%	0%	0%	0%	0%	0%
Rhode Island	25%	0%	8%	0%	0%	0%	7%
South Carolina	100%	33%	100%	86%	75%	100%	83%
South Dakota	25%	0%	8%	14%	25%	0%	11%
Tennessee	88%	100%	83%	43%	75%	57%	77%
Texas	50%	0%	25%	14%	25%	43%	28%
Utah	0%	0%	8%	0%	0%	14%	5%
Vermont	13%	0%	0%	0%	25%	0%	5%
Virginia	63%	0%	50%	43%	25%	29%	35%
Washington	25%	0%	8%	14%	0%	0%	8%
West Virginia	13%	67%	8%	14%	25%	14%	24%
Wisconsin	13%	0%	0%	0%	0%	0%	3%
Wyoming	0%	0%	0%	0%	0%	0%	0%

TABLE 9

## Specific Requirements from States, by Frequency

Martin Luther King Jr.	37	Medgar Evers	6	Autherine Lucy	1
<i>Brown v. Board of Education</i>	34	Voter registration	6	Baton Rouge bus boycott	1
1964 Civil Rights Act	25	A. Philip Randolph	5	Bobby Seale	1
Rosa Parks	25	<i>de facto</i>	5	<i>Briggs v. Elliott</i>	1
1965 Voting Rights Act	24	<i>de jure</i>	5	Bull Connor	1
Malcolm X	22	literacy tests	5	Charlayne Hunter	1
Jim Crow	19	Mississippi Summer	5	Charles Houston	1
Tactics	19	Dixiecrats	4	Clara Luper	1
Bus Boycott	17	Watts	4	Daisy Bates	1
Freedom Rides	17	Fannie Lou Hamer	3	Diane Nash	1
Little Rock	17	James Farmer	3	Fred Shuttlesworth	1
Sit-ins	17	Mary McLeod Bethune	3	George McLaurin	1
Armed forces desegregation	16	Orval Faubus	3	Hamilton Holmes	1
1963 March on Washington	15	White primary	3	Harry & Henrietta Moore	1
24th Amendment	14	Children's march	2	Harry F. Byrd Sr.	1
NAACP	13	Constance Baker Motley	2	Huey Newton	1
Nonviolence	13	Ella Baker	2	James F. Byrnes	1
SCLC	13	Gandhi	2	Kerner Commission	1
SNCC	13	Grandfather clause	2	Matthew J. Perry	1
Thurgood Marshall	13	H. Rap Brown	2	Maynard Jackson	1
CORE	12	Jim Lawson	2	MFDP	1
Ku Klux Klan	11	Lester Maddox	2	Modjeska Monteith Simkins	1
White resistance	11	Massive resistance	2	Nashville sit-ins	1
Birmingham bombings/protests	10	Nation of Islam	2	Oliver Hill	1
Black Power	10	Ruby Bridges	2	Orangeburg massacre	1
Civil disobedience	10	Septima Clark	2	Robert Williams	1
Jackie Robinson	9	Southern Manifesto	2	Ross Barnett	1
<i>Regents of the University of California v. Bakke</i>	9	Strom Thurmond	2	Roy Wilkins	1
1968 Civil Rights Act	8	White citizens councils	2	S. B. Fuller	1
Black Panthers	8	1957 Civil Rights Act	1	Sibley Commission	1
George Wallace	8	1965 ESEA	1	<i>Sweatt v. Painter</i>	1
Poll taxes	8	A. G. Gaston	1	T. R. M. Howard	1
Selma-to-Montgomery March	8	Ada Lois Sipuel Fisher	1	Tallahassee bus boycott	1
James Meredith	7	Albany Movement	1	Vivian Malone	1
Robert F. Kennedy	7	Andrew Young	1	Whitney Young	1
Stokely Carmichael	7				

TABLE 10

## Specific Requirements from States, by Category and Frequency

LEADERS					
Martin Luther King Jr.	37	Oliver Hill	1	Nashville sit-ins	1
Rosa Parks	25	Robert Williams	1	Orangeburg massacre	1
Malcolm X	22	Roy Wilkins	1	Sibley Commission	1
Thurgood Marshall	13	S. B. Fuller	1	<i>Sweatt v. Painter</i>	1
Jackie Robinson	9	T. R. M. Howard	1	Tallahassee bus boycott	1
James Meredith	7	Vivian Malone	1	HISTORY	
Robert F. Kennedy	7	Whitney Young	1	Jim Crow	19
		GROUPS		Armed forces desegregation	16
Stokely Carmichael	7	NAACP	13	Poll taxes	8
Medgar Evers	6	SCLC	13	A. Philip Randolph	5
Fannie Lou Hamer	3	SNCC	13	<i>de facto</i>	5
James Farmer	3	CORE	12	<i>de jure</i>	5
Mary McLeod Bethune	3	Black Panthers	8	Literacy tests	5
Constance Baker Motley	2	Nation of Islam	2	White primary	3
Ella Baker	2	MFDP	1	Grandfather clause	2
H. Rap Brown	2	EVENTS		OPPOSITION	
Jim Lawson	2	<i>Brown v. Board of Education</i>	34	Ku Klux Klan	11
Lester Maddox	2	1964 Civil Rights Act	25	White resistance	11
Ruby Bridges	2	1965 Voting Rights Act	24	George Wallace	8
Septima Clark	2	Bus Boycott	17	Dixiecrats	4
A. G. Gaston	1	Freedom Rides	17	Orval Faubus	3
Ada Lois Sipuel Fisher	1	Little Rock	17	Massive resistance	2
Andrew Young	1	1963 March on Washington	15	Southern Manifesto	2
Autherine Lucy	1	24th Amendment	14	Strom Thurmond	2
Bobby Seale	1	Birmingham bombings/protests	10	White citizens councils	2
Charlayne Hunter	1	<i>Regents of the University of California v. Bakke</i>	9	Bull Connor	1
Charles Houston	1	1968 Civil Rights Act	8	Harry F. Byrd Sr.	1
Clara Luper	1	Selma-to-Montgomery March	8	James F. Byrnes	1
Daisy Bates	1	Mississippi Summer	5	Ross Barnett	1
Diane Nash	1	Watts	4	TACTICS	
Fred Shuttlesworth	1	Children's March	2	Tactics	19
George McLaurin	1	1957 Civil Rights Act	1	Sit-ins	17
Hamilton Holmes	1	1965 ESEA	1	Nonviolence	13
Harry & Henrietta Moore	1	Albany Movement	1	Black Power	10
Huey Newton	1	Baton Rouge bus boycott	1	Civil disobedience	10
Matthew J. Perry	1	<i>Briggs v. Elliott</i>	1	Voter registration	6
Maynard Jackson	1	Kerner Commission	1	Gandhi	2
Modjeska Monteith Simkins	1				

## Conclusions

This report shows that states vary widely in their support for teaching the civil rights movement. We cast a wide net, reading through tens of thousands of pages to capture the full range of state support documents. When we looked behind state requirements to the broader set of state documents and resources, we found a wide disparity. A number of states are doing an outstanding job of teaching the movement. At the same time, most states continue to have vague standards and inadequate supports.

State documents have practical consequences even when they are largely symbolic, as in local-control states or states that do not formally assess students' knowledge of history. The major documents communicate an understanding of history that, intentionally or not, shapes conversations about teaching and learning inside and outside of the classroom. State documents and resources are artifacts that tell us the nature and depth of a state's priorities. States that project amorphous aspirations convey an attitude that accepts mediocrity, as in the cases here:

- “Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the United States.” (South Dakota)
- “Identify and describe the tensions between cultural groups, social classes and/or individuals in Wyoming and the United States. (e.g. Martin Luther King Jr., Rosa Parks, Helen Keller, Sacagawea, Chief Washakie).” (Wyoming)
- “Analyze the struggles for the extension of civil rights.” (Idaho)
- “Demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877, including, but not limited to: industrialization, the Great Depression, the Cold War (and its ending), World War I and World War II, the Vietnam era, civil rights movement, Watergate.” (Maine)

- “In groups students research the actions of the civil rights movement of the '50s and '60s. The students identify how the actions of participants and groups in the civil rights movement impacted the lives of the individual and changed group decision-making.” (Iowa)

Without detailed content, teachers are left to their own devices to decide what to cover in classes. Certainly, many teachers will cover the civil rights movement in appropriate detail regardless of state pronouncements, but what of the three-quarters of American social studies teachers who did not major or minor in history?<sup>10</sup> Tightened state budgets have resulted in major cuts in professional-development funds. States looking to make the most of their education dollars would do well to set clear expectations for teachers.

All students should learn about the civil rights movement and all states should support already overworked teachers in this effort. Unfortunately, both students and teachers who happen to live in the 20 states receiving an F grade are at a serious disadvantage compared to their peers in the 11 states receiving grades above a C.

Study of the civil rights movement educates us about the possibilities of civic engagement while warning us about the kinds of resistance that stand in the way of change. It helps students of color to find themselves in history classes that are often alienating and confusing. It helps students in the now-tenuous demographic majority to understand current cultural conflicts, political controversies and economic inequalities. When students learn about the civil rights movement, they learn about the democratic responsibility of individuals to oppose oppression and to work for justice. We gloss over the civil rights movement at our own peril as a nation working to achieve equal opportunities for all citizens.



## Recommendations

Fortunately, many excellent resources are available for states interested in improving their content standards and for teachers looking to improve the rigor of their own instruction. Table 6 identifies the top state sites; many additional sites are devoted to teaching the movement, including those we single out in Table 7. There is some hope, too, in the development of a common social studies framework, although we should not expect to see common history content standards ahead. Like much education reform in the United States, the struggle to improve the expectations we set will inevitably occur at the state and local levels.

It is our hope that this report, and subsequent work in this vein by the Southern Poverty Law Center, will provide states with productive models and possibilities for teaching one of our nation's most important eras. The rubric included here improves on our prior evaluation but still falls short of a comprehensive blueprint for teaching the civil rights movement. Nevertheless, it should serve as a model for states working to improve their standards and frameworks.<sup>11</sup>

We recognize, of course, that state standards and resources neither fully determine nor adequately describe actual teaching and learning. The research to evaluate the knowledge base, practices and needs of teachers has not been conducted. Such research is needed to allow better materials to be created in support of instruction at the classroom level while giving us more information about practices in individual states.

Finally, we should work to create, identify and promote models for best practices. We should learn from states like Louisiana, South Carolina and Georgia. Too many states do not support required civil rights movement instruction. This does not mean that the battle is lost. Teachers can and regularly do set higher expectations for their students. Bringing together and sharing model practices can spread outstanding teaching while convincing institutional authorities that a better world is possible.

By issuing this report, the Southern Poverty Law Center hopes to continue the national conversation about the importance of teaching America's students about the modern civil rights movement. We call for states to integrate a comprehensive approach to civil rights education into their K-12 history and social studies curricula. We also call for a concerted effort among schools and other organizations that train teachers to work to ensure that teachers are well-prepared to teach about the civil rights movement.

# Endnotes

1. Sean F. Reardon, Elena Tej Grewal, Demetra Kalogrides and Erica Greenberg, "Brown fades: The end of court-ordered school desegregation and the resegregation of American schools," *Journal of Policy Analysis and Management* 31 (2012): 876-904.
2. For the purposes of this report, the "modern civil rights movement" refers to the events and people active in the struggle for African-American equality from the mid-1950s until passage of major civil rights legislation in the 1960s and beyond.
3. Terrie Epstein, *Interpreting National History: Race, Identity, and Pedagogy in Classrooms and Communities* (New York: Routledge, 2009).
4. Derrick P. Alridge, "The Limits of Master Narratives in History Textbooks: An Analysis of Representations of Martin Luther King Jr.," *Teachers College Record* 108 (2006): 662-686.
5. See, e.g., Deborah Menkart, Alana Murray, and Jenice L. View, eds., *Putting the Movement Back Into Civil Rights Teaching: A Resource Guide for Classrooms and Communities*. (N.p.: Teaching for Change, 2004).
6. Michael Kammen, *Mystic Chords of Memory: The Transformation of Tradition in American Culture* (New York: Random House, 1993), 13.
7. Linda M. McNeil, *Contradictions of control: School structure and school knowledge*. (New York: Routledge Press, 1986). Diana Hess, *Controversy in the Classroom: The Democratic Power of Discussion* (New York: Routledge, 2009).
8. Epstein, *Interpreting National History: Race, Identity, and Pedagogy in Classrooms and Communities*, 9.
9. Trends toward greater use of standards-based high school exit exams and end-of-course exams are increasing the practical importance of state standards in classrooms across the country. Center on Education Policy, *State High School Tests: Exit Exams and Other Assessments* (Washington, D.C.: Center on Education Policy, 2010). <http://www.cep-dc.org/index.cfm?DocumentTopicID=7>.
10. Diane Ravitch, "Who Prepares Our History Teachers? Who Should Prepare Our History Teachers?" *The History Teacher* 31 (1998).
11. Our previous report has provided additional models for revising state standards. *Teaching the Movement: The State Standards We Deserve*. Southern Poverty Law Center, 2012. <http://www.tolerance.org/state-standards>

# APPENDIX A States' Report Cards

## HOW TO READ THE REPORT CARDS

State grades were assigned using a weighted formula, where major documents counted for 60 percent of the grade and supporting materials made up the remaining 40 percent.

## MAJOR DOCUMENTS

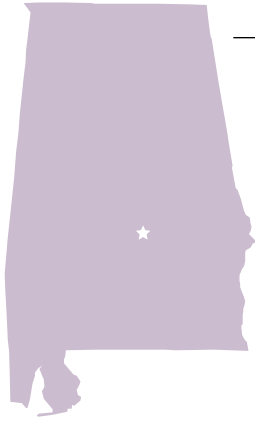
We defined major documents as state standards and curriculum frameworks, the documents intended to guide social studies instruction statewide. These documents were scored in four areas, with states earning a maximum of four points in each:

- **Content:** What content do states specify in their standards? Does it cover a broad range of events, leaders, groups, causes, history and tactics?
- **Sequence:** Do states go beyond the “Montgomery to Memphis” timeline? Does the presentation make sense in the arc of American history? Is learning sequenced across grades?
- **Depth:** Are the movement’s causes clearly presented? Is the nature of resistance to the movement clear? Are diverse strategies within the movement discussed?
- **Connections:** Does coverage connect to present-day events? Are connections to civic education explicit, as well as connections to other movements in the 20th century and beyond?

## SUPPORTING RESOURCES

Supporting resources included lesson plans, resource guides, databases, model curricula and other materials that states made available to all teachers in the state. These were scored in three areas, with states earning a maximum of four points in each:

- **Comprehensive:** Do the resources cross grade levels? Do they cover many aspects of the movement, reaching beyond those covered in the major documents? Do they include several lesson and unit plans?
- **Promote Historical Thinking:** Do resources promote the use of original historical documents? Do they include quality resources for teachers using those documents? Do the resources go beyond the traditional narrative?
- **Access and Presentation:** Are materials easy to access online? Are they clearly organized by grade and topic? Are resources presented in a way that makes them easy to use?



<b>MAJOR DOCUMENTS (60%) 9/16</b>	
Content	<b>3</b>
Sequence	<b>3</b>
Depth	<b>1</b>
Connections	<b>2</b>

<b>SUPPORTING RESOURCES (40%) 12/12</b>	
Comprehensive	<b>4</b>
Promote Historical Thinking	<b>4</b>
Access and Presentation	<b>4</b>

B

74%

# ALABAMA

## THE MAJOR DOCUMENTS

Alabama’s *Course of Study* (2004) for social studies contains extensive required and suggested civil rights movement content. Study of the movement begins in elementary school, continues in middle school and is extensive in the high school U.S. history course.

### ELEMENTARY AND MIDDLE SCHOOL

**Grade 3:** Identify significant historical sites in Alabama, including locations of civil rights activities. Examples include: Montgomery, birthplace of the modern civil rights movement; Birmingham, home of the Birmingham Civil Rights Institute; and Selma, site of voting rights activities.

**Grade 4:** Describe the social, political and economic impact of the civil rights movement on Alabama. Identify important people and events (examples: Martin Luther King Jr., George C. Wallace, Rosa Parks; Montgomery Bus Boycott, Birmingham church bombing and the Selma-to-Montgomery March). Identify benefits of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

**Grade 6:** Describe the role of major civil rights leaders and significant events occurring. Examples: Rosa Parks, Martin Luther King Jr., *Brown v. Board of Education*, Montgomery Bus Boycott, student sit-ins, March on Washington, Freedom Rides, Civil Rights Act of 1964, Malcolm X, voter registration efforts and the Selma-to-Montgomery March.

**Grade 7:** Students studying civics should “Describe examples of conflict, cooperation, and interdependence of groups, societies, and nations, using past and current events.” The suggested activity is “tracing the political and social impact of the modern civil rights movement from 1954 to the present, including Alabama’s role.”

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
<b>Leaders</b>	100%	Martin Luther King Jr., Rosa Parks, Malcolm X, Medgar Evers, Stokely Carmichael, A. G. Gaston, Autherine Lucy, Fred Shuttlesworth, James Meredith, S. B. Fuller and Vivian Malone
<b>Groups</b>	100%	CORE, SCLC and SNCC
<b>Events</b>	75%	1964 Civil Rights Act, 1965 Voting Rights Act, Birmingham, <i>Brown</i> , Montgomery Bus Boycott, Freedom Rides, Little Rock, March on Washington and the Selma-to-Montgomery March
<b>History</b>	29%	Integration of armed forces and poll taxes
<b>Opposition</b>	25%	George Wallace
<b>Tactics</b>	43%	Black Power, sit-ins and voter registration
<b>Content</b>	<b>69%</b>	

### HIGH SCHOOL

**Grade 11:** “Trace events of the modern civil rights movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the March on Washington and the Freedom Rides.” The following activities are expected for all students:

- Tracing the federal government’s involvement, including the abolition of the poll tax, the desegregation of the armed forces, the nationalization of state militias, *Brown v. Board of Education*, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965.
- Explaining contributions of individuals and groups, including Martin Luther King Jr., James Meredith, Medgar Evers, SCLC, SNCC and CORE.

- Identifying people and events in Alabama that influenced the movement, including Rosa Parks, Autherine Lucy, John Patterson, George C. Wallace, Vivian Malone, Fred Shuttlesworth, the children’s march, the Sixteenth Street Baptist Church bombing and the Selma-to-Montgomery March.
- Describing the development of the Black Power movement, including the change in focus of SNCC, the rise of Malcolm X and Stokely Carmichael, and the Black Panther movement.
- Describing the impact of African-American entrepreneurs including S. B. Fuller and A. G. Gaston.

**Sociology elective:** “Describe social movements and social change” by contrasting the impact of the modern civil rights movement, the women’s movement, the gun rights movement and the environmental movement in the United States.”

### SUPPORTING RESOURCES

Alabama’s Department of Education sponsors the Alabama Learning Exchange (ALEX), an online portal for sharing lessons, activities, podcasts and informational materials. The site ([alex.state.al.us/plans.php](http://alex.state.al.us/plans.php)) features many teacher-designed materials to help teach about the civil rights movement. These include dozens of lesson plans and podcasts as well as informational materials and activities provided by sponsoring partners. The ALEX site allows teachers to create a personal work space for storing and sharing lesson plans.

ALEX indexes more than 200 resources related to the civil rights movement. These include a number of teacher-created lesson plans explicitly linked to state standards and a variety of learning objects. In addition, ALEX collects lessons from a variety of outside providers, including Thinkfinity partners such as EconEdLink,

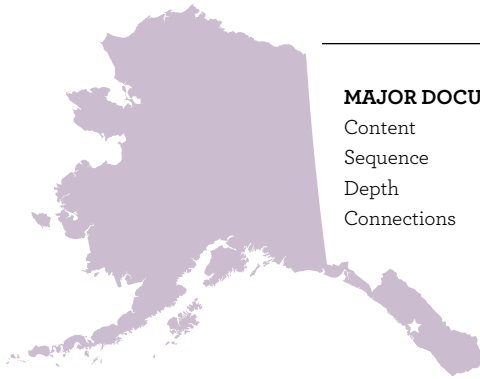
EDSITEment and ReadWriteThink. ALEX directs teachers to a number of podcasts that include lectures, oral history interviews and student-created resources. Alabama-created resources are explicitly linked to state standards, making them convenient for teachers to include in their scopes and sequences.

### EVALUATION

Alabama’s standards contain an exceptionally high amount of required detail. This is appropriate, given the central role the state played in major civil rights events. Geography and history are not the only reasons for Alabama’s high grade. The state was one of the highest ranked in a Fordham Institute survey, *The State of State U.S. History Standards 2011*, with a grade of A- and a final score of 90 percent. Civil rights movement content is well-sequenced across grade levels.

The state still has room to improve its standards. While Alabama requires students to learn about a variety of leaders, events and groups in the civil rights movement, its standards lack clarity on the causes of the movement and the nature and extent of white resistance. Although the Sixteenth Street Baptist Church bombing is included as required content, students are not required to learn about the Ku Klux Klan or Bull Connor, both important symbols of white resistance. The standards make connections to current events and to the local community, but do not trace connections across social justice movements or make explicit the important lessons for civic education.

Alabama’s supporting materials are outstanding. The ALEX database contains a wealth of material that is clearly organized and accessible, highlighting a variety of original historical documents that provide a comprehensive approach to teachers approaching this essential era in American history. ●



**MAJOR DOCUMENTS (60%) 0/16**

- Content
- Sequence
- Depth
- Connections

**SUPPORTING RESOURCES (40%) 0/12**

- Comprehensive
- Promote Historical Thinking
- Access and Presentation



# ALASKA

## THE MAJOR DOCUMENTS

Like more than a dozen others, Alaska is a “local control” state, leaving districts to set required content and frameworks. Although Alaska adopted new English/language arts and mathematics standards in 2012, its social studies standards remain unchanged. The Alaska Department of Education and Early Development’s *Content and Performance Standards for Alaska Students* (2006) does not mention the civil rights movement. The state mandates only learning outcomes related to Alaskan history.

## SUPPORTING RESOURCES

The Alaska Department of Education website offers no materials for teaching and learning about the civil rights movement.

## EVALUATION

Alaska’s failure to set appropriate history standards for its students does not bode well for the state’s ability to graduate students with an understanding of the past. The Department of Education’s review of the need to set new standards for reading and math acknowledges that Alaska’s standards set bars for learning considerably lower than in other states. This prompted the state to revise its standards upward. If Alaskan students deserve detailed standards in reading and math, why is history left out? The decision to omit requirements related to major events in American history is troubling. ●

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	0%	
Groups	0%	
Events	0%	
History	0%	
Opposition	0%	
Tactics	0%	
<b>Content</b>	<b>0%</b>	

**MAJOR DOCUMENTS (60%) 6/16**

Content	1
Sequence	2
Depth	0
Connections	3

**SUPPORTING RESOURCES (40%) 5/12**

Comprehensive	2
Promote Historical Thinking	1
Access and Presentation	2

D

39%

# ARIZONA

## THE MAJOR DOCUMENTS

Arizona has five master strands for social studies education in its *Academic Standards* (revised 2006). The civil rights movement appears in both the civics and government strand and in the U.S. history strand: “Post-war tensions led to social change in the United States and to a heightened focus on foreign policy. Civil rights struggles, changing social expectations, global tensions and economic growth defined the modern United States. Those issues continue to change and reshape our nation.”

### ELEMENTARY AND MIDDLE SCHOOL

**Grade 1:** Students should “Recognize that Rosa Parks, Martin Luther King Jr. and César Chávez worked for and supported the rights and freedoms of others.”

**Grade 3:** Students are asked to “Recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chávez) worked for and supported the rights of others.”

**Grade 7:** Civics: Identify the government’s role in progressive reforms (e.g., women’s suffrage, labor unions, temperance movement, civil rights).

**Grade 8:** Students are required to “Describe the importance of the following civil rights issues and events: a. Jim Crow Laws, b. nonviolent protests, c. desegregation, d. Civil Rights Act of 1964, e. Voting Rights Act of 1965.”

**Grade 8 Civics:** Describe the impact that the following acts had on increasing the rights of groups and individuals: Civil Rights Act of 1964, Voting Rights Act of 1965, Indian Rights Act of 1968 and the Americans with Disabilities Act. Describe the impact that the following had on rights for individuals and groups: Jim Crow laws, literacy test, poll taxes, grandfather clause; civil rights movement (i.e., Martin Luther King Jr. and Rosa Parks); desegregation of the military, schools, transportation, sports; United Farm Workers (i.e., César Chávez); National Organization for Women (NOW) and the Equal Rights Amendment (ERA).

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	50%	Martin Luther King Jr., Rosa Parks, Jackie Robinson, Malcolm X
Groups	0%	
Events	17%	1964 Civil Rights Act and 1965 Voting Rights Act
History	57%	Integration of armed forces, Jim Crow, literacy tests and poll taxes
Opposition	0%	
Tactics	14%	Nonviolence
<b>Content</b>	<b>22%</b>	

### HIGH SCHOOL

**U.S. History:** Students must “Describe aspects of post World War II American society:”

- Postwar prosperity (e.g., growth of suburbs, baby boom, GI Bill).
- Popular culture (e.g., conformity v. counter culture, mass media).
- Protest movements (e.g., anti war, women’s rights, civil rights, farm workers, César Chávez).
- Assassinations (e.g., John F. Kennedy, Martin Luther King Jr., Robert F. Kennedy, Malcolm X).
- Shift to increased immigration from Latin America and Asia.

### SUPPORTING RESOURCES

Arizona’s Teaching Diversity in American History Committee has produced a number of lesson plans and resources aligned to Arizona’s Social Studies Standards as well as to Arizona’s Common Core Standards in Language Arts. These resources, several directly relevant to teaching the civil rights movement, are online at [azed.gov/standards-practices/diversity-in-america-lesson-plans](http://azed.gov/standards-practices/diversity-in-america-lesson-plans). One eighth-grade lesson, “Use of the Boycott” is designed to teach students how Gandhi’s ideas influenced Martin Luther King Jr. and César Chávez. It recommends viewing a video of Gandhi and his followers

but does not offer context for this video or suggest other original historical documents. An 11th-grade lesson on protest music includes a number of civil rights songs as suggested texts without comment. A seventh-grade lesson titled “Jim Crow Diversity” does recommend some original historical documents. An 11th-grade lesson on the right to vote includes additional materials. However, none of these lessons offers particularly challenging or even age-appropriate activities.

### **EVALUATION**

Arizona’s content requirements for learning about the civil rights movement are weak. Like many states, Arizona’s standards omit discussion of racism and white resistance. The state does require students to learn about Jim Crow, literacy tests and poll taxes, but fails to

provide guidance about the origins of those discriminatory laws. While Arizona does include education about the civil rights movement in multiple grades, a closer inspection reveals that much of the required content simply repeats from year to year rather than building in complexity.

The story about the civil rights movement told in these standards is a story of a small number of heroic individuals (no groups are included in either required or suggested knowledge) who influenced legislation (students are repeatedly required to learn about the Civil Rights Act of 1964 and the Voting Rights Act of 1965) without substantial resistance. The lack of meaningful supporting materials risks leaving teachers and students adrift without guidance from the standards. ●

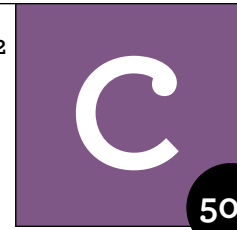


**MAJOR DOCUMENTS (60%) 8/16**

Content	2
Sequence	2
Depth	3
Connections	1

**SUPPORTING RESOURCES (40%) 6/12**

Comprehensive	2
Promote Historical Thinking	2
Access and Presentation	2



# ARKANSAS

## THE MAJOR DOCUMENTS

The *Arkansas Curriculum Frameworks* have not been updated since 2007. They include documents supporting K-8 social studies instruction, American history and a Contemporary United States History elective course for high school.

## ELEMENTARY AND MIDDLE SCHOOL

**Grade 3:** Examine historical people and events of Arkansas (e.g., Maya Angelou, Civil War, civil rights movement). Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, César Chávez).

**Grade 4:** Identify major historical events that occurred during the 20th century (e.g., World War I, Great Depression, World War II, space exploration, civil rights).

**Grade 6:** Examine the following components of the civil rights movement: Freedom Riders, sit-ins, organized marches, boycotts, school integration and the Ku Klux Klan (KKK). Explain the migration of African Americans northward before and during the civil rights movement. Identify significant individuals whose lives impacted the civil rights movement (e.g., Martin Luther King Jr., Rosa Parks, Stokely Carmichael, Medgar Evers, Little Rock Nine, Thurgood Marshall). Examine changes brought about by the following world leaders including, but not limited to: Mahatma Gandhi, Martin Luther King Jr., Nelson Mandela, Anwar Sadat, Margaret Thatcher and Mao Zedong.

## HIGH SCHOOL

**U.S. History:** Only one requirement in the American history social studies curriculum framework (revised 2006) covers the movement: “Investigate civil rights issues affecting the following groups: African Americans, American Indians, Asian Americans, Hispanic Americans, women.”

**Civics/American government:** The curriculum framework (2006) for the one-year required course has an institutional take on the civil rights movement, identifying key court cases, legislation and presidents:

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	75%	Martin Luther King Jr., Rosa Parks, Malcolm X, Medgar Evers, Stokely Carmichael, Thurgood Marshall
Groups	67%	CORE, SCLC
Events	58%	24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, 1968 Civil Rights Act, <i>Brown</i> , Freedom Rides, Little Rock
History	57%	<i>De facto, de jure</i> , literacy tests, poll taxes
Opposition	50%	Ku Klux Klan, white resistance
Tactics	57%	Black Power, sit-ins, tactics
<b>Content</b>	<b>59%</b>	

- Analyze court cases that demonstrate how the U.S. Constitution protects the rights of individuals (e.g., *Brown v. Board of Education*, *Miranda v. Arizona*, *Tinker v. Des Moines*, *Gideon v. Wainwright*).
- Examine changes in civil rights legislation (e.g., affirmative action, Americans with Disabilities Act (ADA), Civil Rights Acts of 1964-1965, Voting Rights Act of 1964).
- Identify United States presidents and summarize their roles in the civil rights movements: Harry S. Truman, John F. Kennedy and Lyndon B. Johnson.

**AP United States Government and Politics:** The Arkansas Department of Education *Enhanced AP United States Government and Politics* curriculum framework (2006) includes the following items in the section on civil rights and equal protection:

- Barriers to voting, including the white primary, the grandfather clause, poll taxes, literacy tests, acts of violence and intimidation.
- *Brown v. Board of Education*: reversal of *Plessy v. Ferguson*, court-ordered desegregation “with all deliberate speed.”
- *De facto v. de jure* segregation.

- The civil rights movement.
- Changes in civil rights legislation (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965, Civil Rights Act of 1968, affirmative action programs and Americans with Disabilities Act of 1990).

**Contemporary United States history elective:** This one-semester course’s curriculum framework (2006) includes a strand called “Race and Ethnicity.” For this strand, students “analyze the role which race and ethnicity have played in world affairs.” Students should:

- Research the civil rights movement in the United States (e.g., desegregation of the United States military, *Brown v. Board of Education*, NAACP, SCLC, CORE, Freedom Rides, Black Panthers).
- Compare and contrast the views of various civil rights leaders (e.g., Martin Luther King Jr., Malcolm X).
- Examine the role of government in securing civil rights (e.g., federal court cases, federal legislation, 24th Amendment).

### SUPPORTING RESOURCES

The Arkansas Department of Education provides relevant online resources to aid teachers. The first, *African and African American History: A Resource Guide for Arkansas Teachers* ([arkansased.org/public/userfiles/Learning\\_Services/Curriculum%20and%20Instruction/Resource%20Mat/Social%20Studies/History\\_Resource\\_Guide.pdf](http://arkansased.org/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Resource%20Mat/Social%20Studies/History_Resource_Guide.pdf)) was produced by the Arkansas Black History Task Force in 1998. This committee was established in 1997 in response to legislation requiring the Commissioner of the Arkansas Department of Education to “oversee dissemination of instructional materials and training for the teaching of African-American history in grades K-12 in Arkansas public schools and training in racial and ethnic awareness and sensitivity for teachers and administrators.” In addition to the Resource Guide, the Task Force developed trainings to be conducted in Arkansas’ 15 education service cooperatives and the three Pulaski County school districts. Although it does not seem to have been updated since its original printing, the *Resource Guide* contains many useful citations related to the Jim Crow era and the civil rights movement. Its appendix contains four sample lesson plans using the resources, one relating to the civil rights movement.

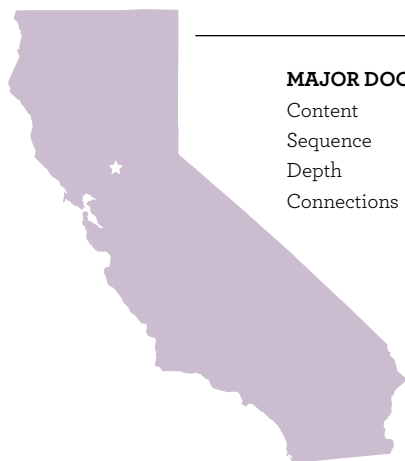
The website also directs teachers to a coloring book produced by the Arkansas Martin Luther King Jr. Commission. *Arkansas African American History Makers* ([arkansased.org/public/userfiles/Learning\\_Services/Curriculum%20and%20Instruction/Resource%20Mat/Social%20Studies/kingbk.pdf](http://arkansased.org/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Resource%20Mat/Social%20Studies/kingbk.pdf)) contains images and biographies of 20 notable African Americans from Arkansas.

In addition to these publications, Arkansas maintains a wiki called “Social Studies Place.” That site is designed to inform K-12 social studies educators about available resources and updates from the Department of Education. One section of this site is dedicated to African-American history resources ([adesocialstudiesplace.pbworks.com/w/page/48287364/African%20American%20History%20Resources](http://adesocialstudiesplace.pbworks.com/w/page/48287364/African%20American%20History%20Resources)). It contains links to several items of interest for teaching the civil rights movement, including the University of Arkansas’ collection of the papers of Daisy Bates (adviser to the Little Rock Nine).

### EVALUATION

Arkansas’ standards are strong in listed content but weak in context and connections. Treatment of the civil rights movement could be greatly improved for early grades in particular. The state is to be commended for including the civil rights movement and a detailed treatment of barriers to voting in its AP U.S. Government class; unfortunately, this content is reserved for students taking the advanced class. Otherwise, Arkansas’ discussion of barriers to the movement’s success is limited.

The state’s *Resource Guide* contains rich annotated bibliographies of learning objects (including texts and multimedia resources) related to the history, causes, progress and effects of the civil rights movement appropriate for all grade levels. These materials would be greatly improved if supplemented by lesson and unit plans linked to standards and assessment materials. ●

**MAJOR DOCUMENTS (60%) 12/16**

Content	2
Sequence	4
Depth	4
Connections	2

**SUPPORTING RESOURCES (40%) 7/12**

Comprehensive	3
Promote Historical Thinking	2
Access and Presentation	2

**B****68%**

# CALIFORNIA

## THE MAJOR DOCUMENTS

California's *Criteria for Evaluating Instructional Materials* requires students to study the civil rights movement and Martin Luther King Jr. at every grade level:

*Materials for studying the life and contributions of César E. Chávez and the history of the farm-labor movement and of Martin Luther King, Jr., and the civil rights movement shall be included at each grade level, with suggestions for supporting the respective holidays in honor of those men and the accompanying activities.*

California's *History-Social Science Content Standards*, along with the accompanying Frameworks, contains extensive provisions for study of the civil rights movement in middle and high school. Because it occupies both categories, this study evaluates the *Framework* as both a major document and as supporting material.

## ELEMENTARY AND MIDDLE SCHOOL

**Kindergarten:** Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).

**Grade 3:** Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King Jr.).

## HIGH SCHOOL

**Grade 11:** The learning objectives in Standard 10, directing that "Students analyze the development of federal

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
<b>Leaders</b>	88%	Martin Luther King Jr., Rosa Parks, Malcolm X, Thurgood Marshall, James Farmer
<b>Groups</b>	0%	
<b>Events</b>	92%	24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, Birmingham, <i>Brown v. Board of Education</i> , Montgomery Bus Boycott, Freedom Rides, Little Rock, March on Washington, Mississippi Summer, Selma-to-Montgomery March
<b>History</b>	29%	Integration of armed forces, Jim Crow
<b>Opposition</b>	50%	Ku Klux Klan, white resistance
<b>Tactics</b>	71%	Black Power, civil disobedience, nonviolence, sit-ins, tactics
<b>Content</b>	<b>58%</b>	

civil rights and voting rights," deal mainly with the civil rights movement:

- Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
- Examine and analyze the key events, policies and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke* and California Proposition 209.
- Describe the collaboration on legal strategy between African-American and white civil rights lawyers to end racial segregation in higher education.
- Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King

Jr.'s "Letter from Birmingham Jail" and the "I Have a Dream" speech.

- Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies and effectiveness of the quests of American Indians, Asian Americans and Hispanic Americans for civil rights and equal opportunities.
- Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the 24th Amendment, with an emphasis on equality of access to education and to the political process.

#### **Principles of American Democracy and Economics:**

In this 12th-grade course, students study landmark Supreme Court cases including *Brown v. Board of Education*.

#### **THE FRAMEWORK**

In addition to its content standards, California publishes an extensive document called the *History-Social Science Framework for California Public Schools* ([cde.ca.gov/ci/cr/cf/documents/histsoesciframework.pdf](http://cde.ca.gov/ci/cr/cf/documents/histsoesciframework.pdf)). Revised in 2009, the narrative framework is designed to "provide guidance for instruction" while reflecting "guidance, comments and thoughts from scholars of history-social science, curriculum experts, and classroom teachers throughout California." This unique document is cited here at length because its extensive discussion of the civil rights movement provides so much additional direction for teachers.

#### **GRADE 8 AND HIGH SCHOOL**

The *Framework* takes care to emphasize the civil rights movement's connections to the past, from slavery to Reconstruction through World War II:

- Students should analyze how events during and after Reconstruction raised and then dashed the hopes of black Americans for full equality. They should understand how the 13th, 14th and 15th amendments to the Constitution were undermined by the courts and political interests. They should learn how slavery was replaced by black peonage, segregation, Jim Crow laws and other legal restrictions on the rights of blacks, capped by the Supreme Court's *Plessy v. Ferguson* decision in 1896. Racism prevailed, enforced by lynch mobs, the Ku Klux Klan, and popular sentiment. Students also should understand the connection

between these amendments and the civil rights movement of the 1960s. Although undermined by the courts a century ago, these amendments became the basis for all civil rights progress in the 20th century.

- Attention should be paid to the effect of [World War II] on the home front. ... Wartime factory work created new job opportunities for unskilled women and blacks. The racial segregation of the armed forces, combined with the egalitarian ideology of the war effort, produced a strong stimulus for civil rights activism when the war ended.
- Students [should] grasp the enormous barriers black Americans had to overcome in their struggle for their rights as citizens. Attention should be given to the provisions enacted into the Constitution in 1787 that preserved slavery, the post-Civil War laws and practices that reduced the newly freed slaves to a state of peonage, and the Jim Crow laws that were upheld by the Supreme Court in a series of decisions in the late 19th century. Students should be aware of Booker T. Washington, the founder of Tuskegee Institute. Excerpts from his 1895 Atlanta Exposition address will show his efforts to adjust to the handicaps of racial segregation. Discrimination continued to confront black citizens who migrated to northern cities and who served in World Wars I and II.

The framework also calls for a detailed discussion of *Brown*, exploring not just the decision but also the application of its underlying principles to current events:

- Students should learn about the rise of the civil rights movement and the legal battle to abolish segregation. The battle in the courts began with challenges to racial segregation in higher education and achieved a signal victory in 1954 with the *Brown v. Board of Education* decision. This important decision should be read and discussed. Students should analyze why one of the first demands of the civil rights movement was for equal educational opportunity.
- Why is education so important in the life chances of an individual? What happens to people who are not educated in America today? What kinds of jobs can they get? How does mass illiteracy affect an entire society? ... What would life in the United States be like if there were no public schools?

The framework proceeds to outline a detailed chronology of major events and figures in the movement, taking care to emphasize both grassroots and legislative components:

- The *Brown* decision and its slow acceptance by local and state governments stimulated a generation of political and social activism led by black Americans pursuing their civil rights. Momentous events in this story illumine the process of change: the commitment of white people in the South to “massive resistance” against desegregation; the Montgomery Bus Boycott, which was started by Rosa Parks and then led by the young Martin Luther King Jr.; the clash in Little Rock, Ark., between federal and state power; the student sit-in demonstrations that began in Greensboro, N.C.; the Freedom Rides; the March on Washington in 1963; the Mississippi Summer Project of 1964; and the march in Selma, Ala., in 1965. Students should recognize how these dramatic events influenced public opinion and enlarged the jurisdiction of the federal courts. They should understand Dr. King’s philosophical and religious dedication to nonviolence by reading documents such as his “Letter From a Birmingham Jail,” and they should recognize the leadership of the black churches in the movement. By viewing films of this period, students should recognize both the extraordinary moral courage of ordinary black men, women and children and the interracial character of the civil rights movement.
- The expansion of the role of the federal government as a guarantor of civil rights should be examined, especially during the administrations of Presidents Kennedy and Johnson. After President Kennedy’s assassination, Congress enacted landmark federal programs in civil rights, education and social welfare. Students should examine the historical significance of the Civil Rights Act of 1964 and the Elementary and Secondary Education Act of 1965.
- The peak of legislative activity in 1964-65 was accompanied by a dramatic increase in civil unrest and protest among urban blacks, and 1966 saw the emergence of the Black Power movement. The assassination of Dr. King in 1968 deprived the civil rights movement of its best-known leader, but not its enduring effects on American life. In considering issues such as school busing and group quotas, students can discuss the continuing controversy between group rights to a fair share as opposed to individual rights to equal treatment. Well-chosen readings should heighten students’ sensitivity to the issues raised in this unit, such as *The Autobiography of Malcolm X*, Lerone Bennett’s *Before the Mayflower: A History of Black America*, Ralph Ellison’s *Invisible Man*, Richard

Wright’s *Native Son* and Lorraine Hansberry’s *A Raisin in the Sun*.

The framework’s discussion of the civil rights movement concludes by emphasizing the movement’s connection to other campaigns:

*The success of the black civil rights movement encouraged other groups—including women, Hispanics, American Indians, Asians, Pacific Islanders, and individuals with disabilities—in their campaigns for legislative and judicial recognition of their civil equality. Students should study how César Chávez and the United Farm Workers movement used nonviolent tactics, educated the general public about the working conditions in agriculture, and worked to improve the lives of farmworkers. Major events in the development of all these movements and their consequences should be noted.*

#### NEW FRAMEWORK COMING SOON

California’s Curriculum Development and Supplemental Materials Commission approved a new draft *History-Social Science Framework for California Public Schools* for field review on July 17, 2009, before the implementation of Assembly Bill X4 2, which sharply cut back spending during California’s current budget crisis. Recent legislation, SB 1540, requires California to update its curriculum framework beginning in 2014.

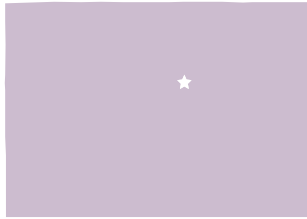
California’s new *History-Social Science Framework* update ([cde.ca.gov/ci/hs/cf/](http://cde.ca.gov/ci/hs/cf/)), if adopted, will add detail to the state’s coverage of the civil rights movement, including coverage of A. Philip Randolph, W. E. B. Du Bois and Ella Baker. It also encourages teachers to increase their exploration of debates over divergent tactics in the civil rights movement.

#### EVALUATION

California’s major documents provide a nuanced view of the civil rights movement. The *Framework* adds important clarifications and connections. It emphasizes the movement’s rich connections to past events in U.S. history and suggests a varied list of details for covering resistance to the movement (a far cry from the Standards’ terse requirement that students learn about “opposition to desegregation in Little Rock and Birmingham.”) The *Framework* also dwells productively on the material consequences of inadequate education for individuals and society—the kind of significant statement lacking in general state coverage of the civil rights movement. Finally, the *Framework* does an excellent job of encouraging teachers to use original historical documents and even fiction.

It is worth noting that the *Framework's* treatment of the movement still needs some work. Focused on a King-Parks narrative, the *Framework* omits major advocacy groups and diverse leaders even as it takes care to mention the heroism of everyday people. Other than a cursory mention of Black Power, the *Framework* does not deal with differences within the movement about strategy and tactics. It can be further improved by identifying the work of major civil rights groups.

California's score would be even higher if it offered additional support resources to teachers, including sample unit and lesson plans. As it stands, California's major documents offer an excellent example to the rest of the nation, using a narrative approach to teach teachers (and hopefully, by extension, students) about the civil rights movement. ●



**MAJOR DOCUMENTS (60%) 0/16**

- Content ○
- Sequence ○
- Depth ○
- Connections ○

**SUPPORTING RESOURCES (40%) 7/12**

- Comprehensive 1
- Promote Historical Thinking 2
- Access and Presentation 4



# COLORADO

## SURVEY OF STANDARDS AND FRAMEWORKS

Colorado’s *Academic Standards for Social Studies* includes three “Evidence Outcomes” relevant to the civil rights movement, all covered in high school:

- Analyze the complexity of events in U.S. history. Topics to include but not limited to the suffrage movement and the civil rights movement.
- Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism and the role of religion.
- Analyze the origins of fundamental political debates and how conflict, compromise and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, civil rights and the role of government.

In Colorado, local districts are responsible for developing curriculum. There are no other guiding documents from the Colorado Department of Education.

### SUPPORTING RESOURCES

Colorado is a local-control state where curricular decisions are made at the local level. In the last year, the Colorado Department of Education has responded to district requests for sample standards-based curriculum resources by creating sample course and unit overview templates. Two of those templates, high school U.S. history units titled “The American Dream” and “Change is a Comin’” ([www.cde.state.co.us/sites/default/files/documents/standardsandinstruction/curriculum/samples/socialstudies/ss\\_hs\\_u%20s%20history\\_samplecur.pdf](http://www.cde.state.co.us/sites/default/files/documents/standardsandinstruction/curriculum/samples/socialstudies/ss_hs_u%20s%20history_samplecur.pdf)), include recommended content focusing on several important aspects of the civil rights movement. In addition, the Colorado Department of Education’s website ([cde.state.co.us/cosocialstudies/resources](http://cde.state.co.us/cosocialstudies/resources)) maintains a list of free online instructional resources for social studies, some of which contain materials and primary-source documents relevant to the civil rights movement.

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	0%	
Groups	0%	
Events	0%	
History	0%	Jim Crow
Opposition	0%	
Tactics	0%	
<b>Content</b>	<b>1%</b>	

### EVALUATION

Colorado’s standards provide poor coverage of the civil rights movement. The relevant “evidence outcomes” are as lacking in evidence as they are mired in generality. Students are asked to “analyze the complexity of events in United States history” and “examine and evaluate issues of unity and diversity,” but the state provides no yardsticks or specific content expectations. To be fair, Colorado’s standards are weak across the board, not only in their coverage of the civil rights movement—the state also earned an F in the Fordham Institute’s survey, *The State of State U.S. History Standards 2011*.

The sample unit plans show considerable promise, especially as they are part of a broader initiative to engage teachers statewide in effective curriculum planning. The units are explicitly linked to state standards and the CCSS, including thoughtful guiding questions that genuinely encourage students to think deeply about the causes of the civil rights movement. They clearly outline suggested technical vocabulary while placing the movement in context of the arc of American history. Unfortunately, the sample units are only for high school. The state’s resources could be improved by adding suggested original historical documents and additional materials, including more-specific lesson plans. ●

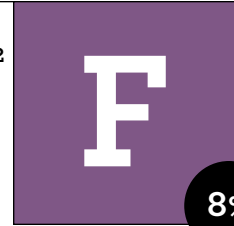


**MAJOR DOCUMENTS (60%) 2/16**

Content	0
Sequence	1
Depth	0
Connections	1

**SUPPORTING RESOURCES (40%) 0/12**

Comprehensive	0
Promote Historical Thinking	0
Access and Presentation	0



# CONNECTICUT

## THE MAJOR DOCUMENTS

The *Connecticut Social Studies Framework Grades PK-12* (2009) does not require study of the civil rights movement. Several grade level expectations (GLEs) mention civil rights movement figures or events as examples, but the Framework makes it clear that “these examples are simply that—suggestions—and are not the only illustrative examples one might choose to use.” Connecticut has not yet adopted its revised *Framework* (2011). That document’s coverage of the civil rights movement is not significantly different from the content in the 2009 version.

## ELEMENTARY AND MIDDLE SCHOOL

**Grade 3:** Students should be able to “explain the significance of events surrounding historical figures (e.g., George Washington, Harriet Tubman, Squanto, Sacagawea, Abraham Lincoln, César Chávez, Martin Luther King Jr., Rosa Parks).”

## HIGH SCHOOL

**U.S. History:** During the high school course, which is the second half of U.S. history, students are expected to: “Trace the evolution of citizens’ rights (e.g., Palmer Raids, struggle for civil rights, women’s rights movements, Patriot Act); “Evaluate the role and impact significant individuals have had on historical events (e.g., Malcolm X, Susan B. Anthony, Eleanor Roosevelt, Martin Luther King Jr., Ronald Reagan); Connect Connecticut history to United States history by “describe[ing] how major events in U.S. history affected Connecticut citizens (e.g., Great Depression, World War II, civil rights).”

One GLE in the state’s one-semester civics course mentions civil rights when asking students to “analyze laws that have been modified to meet society’s changing values and needs (e.g., civil rights laws, banking regulations).”

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	38%	Martin Luther King Jr., Rosa Parks, Malcolm X
Groups	0%	
Events	0%	
History	0%	
Opposition	0%	
Tactics	0%	
<b>Content</b>	<b>8%</b>	

## SUPPORTING RESOURCES

The Connecticut State Department of Education’s website offers an annotated list of links for resources teaching a variety of areas in social studies but does not provide specific resources for teaching and learning about the civil rights movement online.

## EVALUATION

Connecticut’s scant requirements and supporting materials are disappointing, but not especially surprising given the overall lack of rigor and content in the state’s history standards. Still, it is a shame that a state whose rich history includes the *Amistad* case, a long tradition of abolitionism, an important chapter in the Black Power struggle and strong participation in Freedom Summer does not do more to encourage teaching and learning about the civil rights movement. Even if Connecticut does not adopt more detailed standards, it could support teachers more with resources and suggested lesson plans. ●



**MAJOR DOCUMENTS (60%) 0/16**

Content	0
Sequence	0
Depth	0
Connections	0

**SUPPORTING RESOURCES (40%) 9/12**

Comprehensive	2
Promote Historical Thinking	4
Access and Presentation	3

D

30%

# DELAWARE

## THE MAJOR DOCUMENTS

The state of Delaware issues both content standards and standards clarifications. Delaware released its most recent clarifications in 2010. While they dwell deeply on the importance of using original historical documents to study history, they maintain the skills focus of the state standards rather than suggesting specific content areas. They do not include the civil rights movement.

## SUPPORTING RESOURCES

The Delaware *Recommended Curriculum* includes suggested course outlines for each grade. These units are peer-reviewed and juried to ensure alignment with the Delaware Content Standards.

The “Expansion of Freedom” unit for seventh grade includes several civil rights-related lessons. *Brown* is included in a list of suggested Supreme Court cases for student research. Another lesson in this unit requires students to analyze, compare and draw inferences from photos from the Jim Crow and women’s suffrage eras. This lesson includes the 1964 Civil Rights Act and the 1965 Voting Rights Act, encouraging students to engage in cause-and-effect analysis.

The Delaware Department of Education has developed a recommended curriculum for U.S. history 1850-1990 that, while not mandatory, is used widely across the state ([doe.k12.de.us/infosuites/staff/ci/content\\_areas/files/ss/US\\_Hist\\_Syllabus\\_DRAFT\\_6\\_10\\_13.pdf](http://doe.k12.de.us/infosuites/staff/ci/content_areas/files/ss/US_Hist_Syllabus_DRAFT_6_10_13.pdf)). It recommends a number of lessons from the Stanford University History Education Group’s *Reading Like a Historian* curriculum. Weeks 26-29 cover the expansion of civil liberties. The major description of this section of the unit summarizes the content:

*Approaches to ending racial segregation include legislation, reform movements, non-violence and violence. These approaches, and judicial reinterpretations of amendments, contributed to significant gains for minorities during the civil rights era. But the goal of full equality remains unfulfilled. Historians disagree about when the civil rights*

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	0%	
Groups	0%	
Events	0%	
History	0%	
Opposition	0%	
Tactics	0%	
<b>Content</b>	<b>0%</b>	

*movement started, the emphasis placed on civil rights leaders, and the centrality of nonviolent protest in affecting change.*

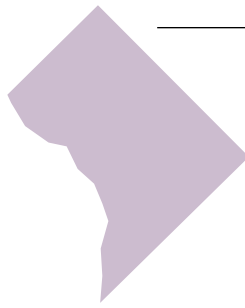
The unit includes eight recommended instructional resources and one assessment resource. The instructional resources cover integration of the armed forces, school desegregation, school integration, the Montgomery Bus Boycott, the role of women in the 1950s, the Great Society and the Civil Rights Act of 1964. Two of the recommended lessons in this area are Delaware-created. One was developed for Law Day 2008 and provides a case study to help students understand educational inequality in Delaware in the 1950s. The second uses original historical documents from the Delaware state archives to evaluate Constitutional change over time. This lesson is an excellent example of the use of original documents to promote understanding of school desegregation at a local level. The other recommended lessons also use original historical documents to good effect.

## EVALUATION

Delaware has evidently decided that the civil rights movement does not rise to the level of required content. To be fair, the state’s standards intentionally avoid requiring any specific content. As the standards state, “The reason why specific people, laws, events, etc., are not listed is because no group of historians will ever agree on the essential and necessary facts that everyone should know.” This appeal to relativism surrenders

the opportunity to lead with high expectations, rigor and accountability.

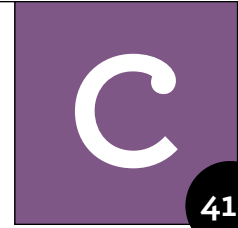
The state's supporting materials show promise. They are clearly organized and accessible and are particularly interested in promoting the use of original historical documents. They would be improved if they expanded coverage of the civil rights movement into the elementary grades and addressed a broader range of movement-related topics. ●

**MAJOR DOCUMENTS (60%) 11/16**

Content	3
Sequence	4
Depth	3
Connections	1

**SUPPORTING RESOURCES (40%) 0/12**

Comprehensive	0
Promote Historical Thinking	0
Access and Presentation	0



# DISTRICT OF COLUMBIA

## THE MAJOR DOCUMENTS

The District of Columbia's *Social Studies Pre-K Through Grade 12 Standards* discusses the civil rights movement in several grades. It contains many examples of leaders, groups and events that students should understand.

## ELEMENTARY AND MIDDLE SCHOOL

**Grade 1:** Like many states, the District of Columbia requires students to learn about Martin Luther King Jr. as part of a requirement to understand national holidays.

**Grade 3:** Students are asked to “Identify and research outstanding statements of moral and civic principles made in Washington, D.C., and the leaders who delivered them, that contributed to the struggle to extend equal rights to all Americans.” This requirement is followed by a list of nonrequired examples that includes Martin Luther King Jr.’s Lincoln Memorial addresses of 1957 and 1963, as well as Rodolfo “Corky” Gonzales’s speech at the Poor People’s March.

**Grade 5:** The roots of discrimination and segregation—including Jim Crow laws and the Ku Klux Klan—are included in Reconstruction rather than as part of the civil rights movement. The Klan is mentioned again in the Jazz Age. For the civil rights movement, the *Standards’* “Broad Concept” asks that students “describe the key events and accomplishments of the civil rights movement in the United States.” It contains the following detailed learning expectations:

- Describe the proliferation of the civil rights movement of African Americans from the churches of the rural South to the urban North.
- Explain the role of the NAACP.
- Identify key leaders in the struggle to extend equal rights to all Americans through the decades (e.g., Mary McLeod Bethune, Ella Jo Baker, César Chávez,

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	88%	Martin Luther King Jr., Rosa Parks, Jackie Robinson, Malcolm X, Ella Baker, Thurgood Marshall, Constance Baker Motley
Groups	100%	CORE, SCLC, SNCC
Events	58%	24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, 1968 Civil Rights Act, Birmingham, Brown, Little Rock
History	29%	A. Phillip Randolph, armed forces desegregation
Opposition	25%	Ku Klux Klan, white resistance
Tactics	29%	Black Power, tactics
<b>Content</b>	<b>60%</b>	

Frederick Douglass, Rodolfo “Corky” Gonzales, Charles Houston, Martin Luther King Jr., Thurgood Marshall, Carlos Montes, Baker Motley, Rosa Parks, Malcolm X, Eleanor Roosevelt, Reies López Tijerina).

- List and describe the steps toward desegregation (e.g., A. Philip Randolph’s proposed 1941 March on Washington, Jackie Robinson and baseball, Truman and the armed forces, Adam Clayton Powell and Congress, and the integration of public schools).
- Explain the growth of the African-American middle class.

## HIGH SCHOOL

**Grade 11:** In their study of U.S. history, students are asked to “analyze the origins, goals, key events, and accomplishments of [the] civil rights movement in the United States.” The related learning outcomes reach well beyond the civil rights movement to encompass a variety of struggles:

- Explain the roots of the 1950s and 1960s civil rights movement in the legal struggles and largely interracial coalition building of the 1940s (e.g., CORE and the NAACP Legal Defense Fund).
- Describe the diffusion of the civil rights movement of African Americans from the churches of the rural

South to the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how their advances influenced the agendas, strategies and effectiveness of the quests of Native Americans, Asian Americans and Hispanic Americans for civil rights and equal opportunities.

- Describe the birth and the spread of the Chicano movement, from New Mexico to Denver to Washington, D.C., and analyze its moderate and more militant arms (e.g., Brown Berets, United Farm Workers, Mexican American Political Association and Raza Unida).
- Explain the role of institutions (e.g., the NAACP; the Warren Court; the Nation of Islam; CORE; SCLC; League of United Latin American Citizens, or LULAC; the National Council of La Raza, or NCLR; the Mexican American Legal Defense and Education Fund, or MALDEF; the National Puerto Rican Coalition; and SNCC).
- Describe the legacies and ideologies of key people (e.g., A. Philip Randolph, Dolores Huerta, Raúl Yzaguirre, Robert Kennedy, Martin Luther King Jr., Ella Jo Baker, Thurgood Marshall, Rosa Parks, and Malcolm X).
- Outline the steps toward desegregation (e.g., Jackie Robinson and baseball, Harry Truman and the armed forces, and Adam Clayton Powell and Congress) and the integration of public schools, including *Plessy v. Ferguson*, *Brown v. Board of Education* and *Bolling v. Sharpe*.
- Trace the identification of rights of immigrant populations (non-English speakers) by examining a series of legal decisions from the Supreme Court (e.g., *Hernández v. Texas*, *Méndez v. Westminster*, *Plyler v. Doe*, *Lau v. Nichols* and *Keyes v. Denver*).
- Explain the 1964 Civil Rights Act, the 1965 Voting Rights Act and the Fair Housing Act of 1968, the 24th Amendment, with an emphasis on equality of access to education and to the political process.
- Describe the Immigration and Nationality Services Act of 1965 and the effect of abolishing the national origins quotas on the demographic makeup of America.
- Analyze the women’s rights movement launched in the 1960s, including differing perspectives on the roles of women, the National Organization of [sic] Women, and the Equal Rights Amendment (ERA).

In addition, the movement gets some treatment in ancillary standards: The discussion of World War II includes a requirement to learn about A. Philip Randolph; another standard requires students to “[e]xplain the rise of the Dixiecrats and the Southern Manifesto, which set the stage for the ultimate exodus of Southern whites from the Democratic Party to the Republican Party.” A later one requires students to “Describe the Black Power and black studies movements (e.g., the Black Panthers; Organization Us; black-themed film, music and art; and the birth of academic black studies).”

**Grade 12:** Students discuss *Brown* and *Bakke* in their required one-semester Principles of U.S. Government class, in which they are required to “explain the controversies that have resulted over changing interpretations of civil rights” by the U.S. Supreme Court.

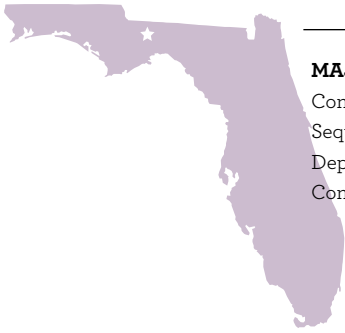
### SUPPORTING RESOURCES

The District of Columbia provides materials to educators for teaching topics in history, but does not make these materials public, and did not make them available for this report.

### EVALUATION

The District of Columbia’s standards score highly in content and are especially well sequenced across grades. The district’s social studies standards have been highly praised elsewhere, including by the Fordham Institute’s survey, *The State of State U.S. History Standards 2011*, which awarded them a rare A-. That review noted, however, that the district’s post-World War II standards were not exceptional. These standards can still be improved in some key areas, including making explicit connections to civic education and current events. These connections help students to understand the civil rights movement and its relationship to their lived experience.

The District might receive a substantially higher score if its supporting materials for teachers were available for review. Public access would also help teachers easily find and implement constructive ideas for their classrooms. ●



**MAJOR DOCUMENTS (60%) 8/16**

Content	3
Sequence	2
Depth	1
Connections	2

**SUPPORTING RESOURCES (40%) 9/12**

Comprehensive	3
Promote Historical Thinking	3
Access and Presentation	3

B

60%

# FLORIDA

## THE MAJOR DOCUMENTS

Florida’s *Next Generation Sunshine State Standards* (NGSSS) contain a number of benchmarks specific to the civil rights movement from kindergarten through high school.

The “Remarks and Examples” (abbreviated simply as “examples”) in Florida’s standards were updated in 2012. The entire set of standards is scheduled for revision in 2013. The standards are very detailed. Unusually, they include specific access points across grades for students with significant cognitive disabilities.

### ELEMENTARY AND MIDDLE SCHOOL

**Grade 4:** While studying Florida history, students are required to “[i]dentify Florida’s role in the civil rights movement. Examples are Tallahassee bus boycotts, civil disobedience, and the legacy of early civil rights pioneers, Harry T. and Harriette V. Moore.”

**Grade 8:** In middle school, students learn about Jim Crow and the Ku Klux Klan in the context of Reconstruction.

### HIGH SCHOOL

The bulk of Florida’s civil rights movement coverage, as in many states, is in the high school social studies curriculum. The following benchmarks are the core of Florida’s civil rights-related requirements:

- Analyze support for and resistance to civil rights for women, African Americans, Native Americans and other minorities.
- Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians and women.
- Explain the impact of World War II on domestic government policy (e.g., rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews and other refugees).
- Analyze the attempts to extend New Deal legislation through the Great Society and the successes and

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
<b>Leaders</b>	100%	Martin Luther King Jr., Rosa Parks, James Farmer, Malcolm X, Stokely Carmichael, Thurgood Marshall, Bobby Seale, Charles Houston, Constance Baker Motley, Fannie Lou Hamer, H. Rap Brown, Harry & Henrietta Moore, Huey Newton, Robert Williams, Roy Wilkins, Whitney Young
<b>Groups</b>	67%	CORE, SNCC.
<b>Events</b>	67%	24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, <i>Brown</i> , Freedom Rides, Little Rock, March on Washington, Mississippi Freedom Summer
<b>History</b>	29%	A. Phillip Randolph, Jim Crow
<b>Opposition</b>	25%	Ku Klux Klan
<b>Tactics</b>	71%	Black Power, civil disobedience, nonviolence, sit-ins, tactics
<b>Content</b>	<b>66%</b>	

failures of these programs to promote social and economic stability. Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Head Start.

- Evaluate the success of 1960s-era presidents’ foreign and domestic policies. Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.
- Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights. Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.
- Assess key figures and organizations in shaping the civil rights movement and Black Power movement. Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine,

Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].

- Assess the building of coalitions among African Americans, whites, and other groups in achieving integration and equal rights. Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee bus boycott of 1956, March on Washington.
- Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights. Examples may include, but are not limited to, *Plessy v. Ferguson* [1896], *Brown v. Board of Education* [1954], *Swann v. Charlotte-Mecklenburg Board of Education* [1971], *Regents of the University of California v. Bakke* [1978], *Miranda v. Arizona* [1966], *Gideon v. Wainwright* [1963], *Mapp v. Ohio* [1961], and *Roe v. Wade* [1973].
- Examine the similarities of social movements (Native Americans, Hispanics, women, antiwar protesters) of the 1960s and 1970s.
- Analyze the impact of citizen participation as a means of achieving political and social change. Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
- Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th and 26th Amendments, Voting Rights Act of 1965.

### SUPPORTING RESOURCES

Florida's CPALMS (Collaborate, Plan, Align, Learn, Motivate, Share) database indexes lessons and resources reviewed by peers and experts. Several are specific to teaching about the civil rights movement. "Rosa Was Tired" links to a lesson and rubrics from Social Studies School Service (via the Zinn Education Project). It breaks down the myth of the "tired seamstress." Another lesson, for fifth grade, is titled "From Text to Art: Exploring the Civil Rights Dreams of Abraham Lincoln and Martin Luther King Jr." It includes rubrics and informational texts. Most content here comes from providers outside Florida, including the Smithsonian Institution and the

Stanford History Education Group, although they are annotated to support state content standards. Lessons cover the Montgomery Bus Boycott, Freedom Riders and the 1964 Civil Rights Act.

In addition, the State of Florida's African American History Task Force works to ensure awareness of the requirements, identify and recommend needed state education leadership action, assist in adoption of instructional materials by the state and build supporting partnerships. Among other initiatives, the Task Force has created a website for African-American history curricula and resources ([afroamcurriculum.org](http://afroamcurriculum.org)). This site provides online courses for educators (though there is no course yet for the civil rights movement) and indexes many valuable online resources, including many primary-source documents.

The Task Force has developed the *African and African American History Curriculum Frameworks*, designed for infusion into the K-12 language arts sequence. The *Frameworks* ([afroamcurriculum.org/wp-content/uploads/2013/05/African-And-African-American-History-Curriculum-Frameworks.pdf](http://afroamcurriculum.org/wp-content/uploads/2013/05/African-And-African-American-History-Curriculum-Frameworks.pdf)) takes a comprehensive approach to its subject, beginning in ancient Africa and continuing through modern Florida. This ambitious document is weak in its coverage of the civil rights movement. The 11th-grade section on the movement suggests the following content:

*Students will explore the legal cases (i.e., Plessy v. Ferguson, Road to Brown, Brown v. the Board of Education), which deal with racial problems in the United States. Students will analyze the Great Debate between Booker T. Washington and W. E. B. Du Bois. Students will examine the role of literature and communication for informing the population about civil rights (A Raisin in the Sun, Uncle Tom's Cabin, "I Have a Dream Speech" by Dr. Martin Luther King Jr.). Students will explore the role of women in the civil rights struggle (i.e., Ida B. Wells, Fannie Lou Hamer, Rosa Parks, Harriet Tubman, Sojourner Truth, Susan B. Anthony, Maya Angelou and others). Students will understand Resistance to the civil rights movement by such groups as the Ku Klux Klan (KKK).*

This is followed by two recommended activities: "Students will compare and contrast the ideas of Booker T. Washington and W. E. B. Du Bois. Students will select and read literature which promotes civil rights and social change in America"

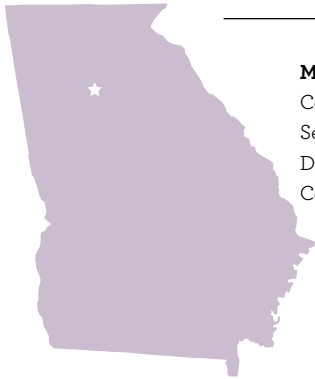
Beyond the work of the Task Force, the state sponsors a Black History Month Essay Contest ([floridablackhistory.com/essay.cfm](http://floridablackhistory.com/essay.cfm)).

## EVALUATION

Florida has a strong set of civil rights-related history standards that could be improved with a few modifications. The standards do not shy away from setting out core knowledge when it comes to key personalities in the civil rights movement, including a mix of state and national figures. The standards are weakest when talking about resistance to the movement. Although Florida requires students to learn about the Ku Klux Klan and Jim Crow when studying Reconstruction, the 20th century standards do not mention segregation laws, poll taxes, literacy tests, Jim Crow or any other episodes of white resistance and racism. This has the unfortunate effect of making the movement seem one-sided and its success inevitable, omitting key history. While the state's content is relatively strong, the standards do not detail conflicts within the movement or connect to current events.

The state's supporting resources for African-American history are robust and well-designed. However, little content is explicitly designed to teach the civil rights movement with nuance. The CPALMS database lessons do make it easy for teachers to find lessons that are aligned with the state standards. The lessons offered are few in number but high-quality, as they come from well-known sources. There could be considerably more movement-related lessons in the database, but those present do a good job of using historical documents.

Overall, the state is moving in the right direction. Florida is setting high expectations and following through with end-of-course exams matched to those expectations. With a few changes, the state could have model standards for teaching the civil rights movement. ●

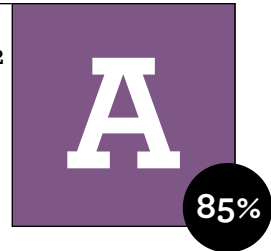


**MAJOR DOCUMENTS (60%) 12/16**

Content	2
Sequence	4
Depth	2
Connections	4

**SUPPORTING RESOURCES (40%) 12/12**

Comprehensive	4
Promote Historical Thinking	4
Access and Presentation	4



# GEORGIA

## THE MAJOR DOCUMENTS

The *Georgia Performance Standards* begins coverage of the civil rights movement in second grade. In addition to these standards, Georgia also provides grade-level curriculum frameworks. These are “models of instruction” designed to support teachers in the implementation of the *Georgia Performance Standards*. Suggested content in the frameworks that is different from or supplementary to the content in the standards is identified here by grade level. The frameworks are treated here as major documents as well as support documents, as with California.

### ELEMENTARY AND MIDDLE SCHOOL

**Kindergarten:** Students learn about Martin Luther King Jr. The suggested instructional plan includes several essential questions encouraging teachers to dig more deeply into discussion of King’s work and life, including connections to citizenship in the school and community. The plan includes a suggested set of slides to help students learn more about King as well as tips for teachers. These tips include a number of useful resources for finding out more about King’s life, including links to original historical documents and suggested service projects.

**Grade 2:** Students learn about Jackie Robinson and Martin Luther King Jr. The instructional plan’s Unit Five focuses on Georgians and civil rights. It goes beyond biographical facts, encouraging students to understand cultural changes that occurred because of Robinson’s and King’s actions. Unusually, the unit also asks students to “discuss opportunity cost and choice-making within in the context of Robinson and King’s lives.” This includes the following challenging essential questions:

- Why did many African-American citizens move to Northern states during the days of segregation?

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
<b>Leaders</b>	100%	Martin Luther King Jr., Rosa Parks, Jackie Robinson, Thurgood Marshall, Lester Maddox, Andrew Young, Maynard Jackson, Charlayne Hunter, Hamilton Holmes
<b>Groups</b>	67%	SCLC, SNCC
<b>Events</b>	58%	24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, Birmingham, <i>Brown</i> , Montgomery Bus Boycott, Freedom Rides, March on Washington
<b>History</b>	43%	A. Philip Randolph, integration of armed forces, poll taxes
<b>Opposition</b>	25%	White resistance
<b>Tactics</b>	29%	Sit-ins, tactics
<b>Content</b>	<b>58%</b>	

- During the days of Dr. King and Jackie Robinson, why was it sometimes more important to work than to get an education?
- How did the Montgomery Bus Boycott have an effect on the bus companies?
- How did Dr. King’s fight for workers’ rights help underpaid workers?
- How did Jackie Robinson help other athletes to get jobs as professional athletes?

Throughout, the unit’s essential questions refer students back to thinking about their own experience, the idea of citizenship, and the current state of their communities. It includes many useful links to original historical documents.

**Grade 3:** The *Standards* require students to learn about a group of historical figures that includes Thurgood Marshall. Students are asked to “explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.” The framework documents offer considerably more detail and nuance, situating Marshall in context between units exploring Frederick Douglass and César



Chávez. Unit Five suggests well-elaborated assessment activities, including a research project for students that asks them to identify and explain the major cases won by Marshall. This unit also covers the 1965 Voting Rights Act in the context of biographical exploration of Lyndon Johnson.

**Grade 5:** The *Standards* singles out selected civil rights movement people, events and developments for learning about U.S. history between 1950 and 1975:

- Discuss the importance of the Cuban Missile Crisis and the Vietnam War.
- Explain the key events and people of the civil rights movement; include *Brown v. Board of Education*, the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks and Martin Luther King Jr.
- Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy and Martin Luther King Jr.

In addition, fifth-grade standards cover the 24th Amendment.

The framework documents support this instruction with a unit titled “Overcoming the Past: The Age of Civil Rights.” It includes many essential questions related to the civil rights movement, including the following:

- How did the conflict of the Montgomery Bus Boycott create change?
- How did the March on Washington create positive changes in America?
- How did Thurgood Marshall help create change for African Americans in his positions as a member of the NAACP and United States Supreme Court?
- Why would others be affected by Rosa Parks’ actions during the civil rights movement?
- How did the assassination of Martin Luther King Jr. affect the civil rights movement?

The unit’s suggested assessment activities include an exercise for students to make trading cards about key figures and events in the civil rights movement and a timeline activity tracing the development of voting rights through different constitutional amendments. The “Teacher Tips” slideshow for this unit include many links to original historical documents and useful online resources. The culminating unit for this grade

makes explicit connections to contemporary citizenship, including the following essential questions:

- How did the 24th Amendment’s elimination of poll taxes allow more people to vote?
- Why is it important that all Americans have the opportunity to vote?

**Grade 8:** Students learn about the civil rights movement in some detail in their Georgia history class when they are expected to evaluate Georgia’s role in the modern civil rights movement. The *Standards* singles out the following key elements:

- Describe major developments in civil rights and Georgia’s role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor’s race and the end of the white primary, *Brown v. Board of Education*, Martin Luther King Jr., and the 1956 state flag.
- Analyze the role Georgia and prominent Georgians played in the civil rights movement of the 1960s and 1970s; include such events as the founding of SNCC, Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox.
- Discuss the impact of Andrew Young on Georgia.

Unit Nine in the eighth-grade framework does not go into much more detail, although it offers an annotated list of resources for learning about the topics identified in the *Standards*.

### HIGH SCHOOL

**U.S. History:** Here, the *Standards* goes into even more depth. Students learn about A. Philip Randolph’s proposed march on Washington along with Roosevelt’s response. At least three major standards cover aspects of the civil rights movement. The first calls for students to identify dimensions of the civil rights movement, 1945-1970:

- Explain the importance of President Truman’s order to integrate the U.S. military and the federal government.
- Identify Jackie Robinson and the integration of baseball.
- Explain *Brown v. Board of Education* and efforts to resist the decision.

- Describe the significance of Martin Luther King Jr.’s “Letter From a Birmingham Jail” and his “I Have a Dream” speech.
- Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

The next standard requires students to describe and assess the impact of political developments between 1945 and 1970 that affected civil rights:

- Describe the Warren Court and the expansion of individual rights as seen in the *Miranda* decision.
- Describe the political impact of the assassination of President John F. Kennedy; include the impact on civil rights legislation.
- Explain Lyndon Johnson’s Great Society; include the establishment of Medicare.
- Describe the social and political turmoil of 1968; include the assassinations of Martin Luther King Jr. and Robert F. Kennedy, and the events surrounding the Democratic National Convention.

The last standard expects that students will encounter civil rights again when they analyze the impact of social change movements and organizations of the 1960s:

- Compare and contrast SNCC and SCLC tactics; include sit-ins, freedom rides and changing composition.
- Describe the National Organization of [sic] Women and the origins and goals of the modern women’s movement.
- Analyze the anti-Vietnam War movement.
- Analyze César Chávez and the United Farm Workers movement.
- Explain the importance of Rachel Carson’s *Silent Spring* and the resulting developments; include Earth Day, the creation of the Environmental Protection Agency (EPA) and the modern environmental movement.
- Describe the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater and the election of Richard M. Nixon.

A unit titled “Social Movements” supplements the *Standards*, but does not significantly elaborate on content identified elsewhere.

### SUPPORTING RESOURCES

In addition to the curriculum frameworks, Georgia offers substantial resources for teaching about the civil rights

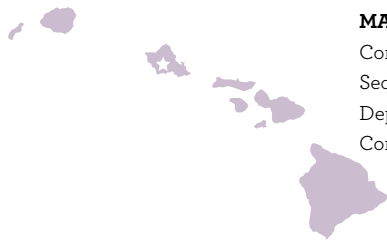
movement. The Department of Education worked with a television station and school systems across Georgia for their Civil Rights Project in recognition of the 50th anniversary of the March on Washington and other historic events of 1963. Those resources, indexed online ([gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Social-Studies.aspx](http://gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Social-Studies.aspx)), include “Share the Journey” packets for grades K-12. These resources, among the best of their kind in the nation, include valuable lessons, detailed plans, and original historical documents. They are clearly linked to the state standards as well as to the Common Core, guiding teachers through detailed units. While they focus on the events of 1963, the “Share the Journey” lessons expand from the March on Washington to cover a broad view of the civil rights movement. They treat resistance to the movement in detail, particularly from fifth grade onward. The sixth-grade lesson links King’s work to the Latin American and Caribbean freedom struggles, while the seventh-grade lesson makes global links to the struggle against apartheid—particularly innovative approaches for teachers working in world history classes.

Beyond the “Share the Journey” lessons, the DOE website directs teachers to an excellent set of online resources collected by the Georgia Historical Society

### EVALUATION

Georgia’s standards and frameworks make a serious effort to address the civil rights movement. Unlike other states, Georgia is careful to require students to learn about a variety of prominent figures in the movement. There are a few key omissions. The standards do not deal well with opposition to the movement. Students are not required to learn about violence against protesters, including notable events like the Birmingham protests and groups like the Ku Klux Klan. While the standards do require students to compare and contrast SCLC tactics with SNCC tactics, they do not stipulate that students should learn about nonviolence as a strategy or its relationship to Black Power.

The frameworks add powerful additional detail to the standards, particularly in the early grades. They encourage teachers to pose challenging questions and include a number of well-organized activities. When paired with the supporting materials, Georgia stands out as a state that is working hard to provide high-quality teaching materials about the civil rights movement. ●

**MAJOR DOCUMENTS (60%) 3/16**

Content	1
Sequence	1
Depth	0
Connections	1

**SUPPORTING RESOURCES (40%) 0/12**

Comprehensive	0
Promote Historical Thinking	0
Access and Presentation	0



# HAWAII

## THE MAJOR DOCUMENTS

Hawaii's *Content and Performance Standards* (2007) detail standards, benchmarks, and sample performance assessments at each grade level.

## ELEMENTARY AND MIDDLE SCHOOL

There are no requirements that Hawaiian students at this level learn about the modern civil rights movement.

## HIGH SCHOOL

**U.S. History:** The benchmarks provide for limited coverage of the civil rights movement.

In 10th grade, students are asked to “[a]nalyze the key factors, including legislation and acts of civil disobedience, that brought on the African-American civil rights movement after World War II.” The sample performance assessment attached says that students should investigate “how segregation laws, *Plessy v. Ferguson* being overturned by *Brown v. Board of Education*, and the Montgomery Bus Boycott led to civil rights movement.”

An additional standard says that students should “[d]escribe the significant events, individuals and groups associated with the civil rights era (1954-1968).” The attached sample performance assessment says students should explain “how events, (e.g., sit-ins, marches, voter registration, the civil rights laws of the 1960s) individuals (e.g., Martin Luther King Jr., George Wallace, Malcolm X), and groups (e.g., Student Non-Violent Coordinating Committee and Black Power organizations) affected the civil rights movement.”

One final standard addresses the civil rights movement: “In contemporary culture and society, describe the expansion of the civil rights movement to other groups, including Native Americans and women.” The sample performance assessment says that students should explain “the civil rights issues brought forth by Native Americans (e.g., AIM) and women (e.g., NOW).”

The state’s “Benchmark Maps” underscore what is essential to students to understand:

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
<b>Leaders</b>	25%	Martin Luther King Jr., Malcolm X
<b>Groups</b>	33%	SNCC
<b>Events</b>	58%	<i>Brown v. Board of Education</i> , Montgomery Bus Boycott
<b>History</b>	14%	Jim Crow
<b>Opposition</b>	25%	George Wallace
<b>Tactics</b>	57%	Black Power, civil disobedience, sit-ins, voter registration
<b>Content</b>	<b>30%</b>	

- After World War II, a series of factors and events brought about the modern civil rights movement.
- The civil rights movement was not a monolithic movement, but was affected by a variety of people and organizations.
- The successes of the civil rights movement inspired other groups, such as women and Native Americans, to seek equality.

## SUPPORTING RESOURCES

Hawaii’s Department of Education does not provide publicly available resources for teaching the civil rights movement.

## EVALUATION

Hawaii’s standards require minimal study of the civil rights movement. Although the state’s suggested assessment tasks provide substantial additional detail to the vague language in the standards and benchmarks, they still fall short of a comprehensive treatment of the civil rights movement. The major documents provide almost no account for resistance to the civil rights movement other than mentioning George Wallace in a suggested assessment exercise.

While the standards do recognize that the movement was not monolithic, they provide little guidance on this matter besides a mention of Malcolm X and SNCC. In

addition, the movement is presented as a topic to be covered rather than a key piece of American history. This disconnection reflects a larger problem with the major documents' narrative content and flow. The state's low score reflects the problems with its standards combined with the lack of resources for teaching about the civil rights movement. Unfortunately for such a diverse state, Hawaii seems to have decided against setting high expectations or providing materials for student learning about the civil rights movement. ●

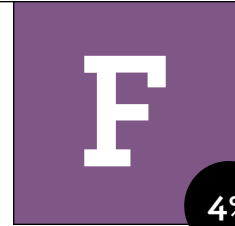


**MAJOR DOCUMENTS (60%) 1/16**

Content	0
Sequence	1
Depth	0
Connections	0

**SUPPORTING RESOURCES (40%) 0/12**

Comprehensive	0
Promote Historical Thinking	0
Access and Presentation	0



# IDAHO

## THE MAJOR DOCUMENTS

The *Idaho Content Standards* (2009) include minimal mention of the civil rights movement. The state’s social studies content standards provide no guidance for teaching about the movement.

## ELEMENTARY AND MIDDLE SCHOOL

**Kindergarten:** Like many states, Idaho requires young students to learn about Martin Luther King Jr. as part of a unit on national holidays.

## HIGH SCHOOL

**American Government:** Students should be able to “analyze the struggles for the extension of civil rights.”

**U.S. History II:** Students should be able to “trace the development and expansion of political, civil and economic rights.”

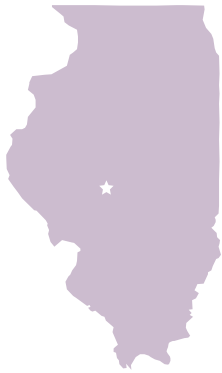
## SUPPORTING RESOURCES

The Idaho State Department of Education website does not provide resources for teaching about the civil rights movement.

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
<b>Leaders</b>	13%	Martin Luther King Jr.
<b>Groups</b>	0%	
<b>Events</b>	0%	
<b>History</b>	0%	
<b>Opposition</b>	0%	
<b>Tactics</b>	0%	
<b>Content</b>	<b>3%</b>	

## EVALUATION

Although Idaho’s standards require students to learn about Martin Luther King Jr., they do not require students to learn about the civil rights movement. The vague and content-free mandates to consider the “struggles for the extension” and the “development and expansion” of civil rights could be filled without any reference to the modern civil rights movement. This represents a missed opportunity to set high expectations for learning about one of American history’s most important events. To be fair, the inadequacy of the state’s civil rights movement requirements matches the Idaho social studies standards overall. Like many local-control states, Idaho’s lack of guidance puts a heavy burden on districts, schools and individual teachers. ●

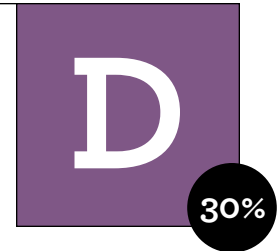


**MAJOR DOCUMENTS (60%) 7/16**

Content	2
Sequence	3
Depth	0
Connections	2

**SUPPORTING RESOURCES (40%) 1/12**

Comprehensive	0
Promote Historical Thinking	0
Access and Presentation	1



# ILLINOIS

## THE MAJOR DOCUMENTS

The *Illinois Learning Standards* (2002) include 12 specific mandates, one of which is for the study of African-American history:

*Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of black history. These events shall include not only the contributions made by individual African Americans in government and in the arts, humanities and sciences to the economic, cultural and political development of the United States and Africa, but also the socio-economic struggle which African Americans experienced collectively in striving to achieve fair and equal treatment under the laws of this nation. The studying of this material shall constitute an affirmation by students of their commitment to respect the dignity of all races and peoples and to forever eschew every form of discrimination in their lives and careers.*

In addition, the *Illinois Social Science Assessment Framework* gives a detailed description of what students should learn about the civil rights movement.

### ELEMENTARY AND MIDDLE SCHOOL:

**Grade 5:** By the end of elementary school, students are expected to:

- Identify the significance of major U.S. holidays, including Independence Day, Presidents Day, Veterans Day, Memorial Day, and Martin Luther King Jr. Day.
- Understand the origins and course of the civil rights movement, including the roles of individual American citizens, federal intervention in Little Rock, Ruby Bridges, Rosa Parks, Martin Luther King Jr., Jackie Robinson and the Civil Rights Act of 1964.

**Grade 8:** The framework builds on the figures and events learned in fifth grade with additional details and

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
<b>Leaders</b>	75%	Martin Luther King Jr., Rosa Parks, Jackie Robinson, Thurgood Marshall, Ruby Bridges
<b>Groups</b>	100%	CORE, SCLC, SNCC
<b>Events</b>	83%	24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, 1968 Civil Rights Act, <i>Brown</i> , Montgomery Bus Boycott, Freedom Rides, Little Rock, March on Washington, Selma-to-Montgomery March
<b>History</b>	29%	A. Philip Randolph, Jim Crow
<b>Opposition</b>	0%	
<b>Tactics</b>	0%	
<b>Content</b>	<b>55%</b>	

a requirement for more conceptual understanding of the causes of social movements:

- Identify the roles played by federal, state and local political leaders—as well as individual American citizens—in the civil rights movement, including: federal intervention in Little Rock; Rosa Parks and the Montgomery Bus Boycott; Martin Luther King Jr., the SCLC and the 1963 March on Washington; Freedom Riders; Jackie Robinson and the desegregation of baseball; the work of César Chávez and the development of the United Farm Workers; Robert Kennedy and the civil rights movement; Lyndon Johnson and passage of the Civil Rights Act of 1964.
- Understand the basic causes, course and impact of significant social movements and events from history and related legislation (where applicable), including: westward expansion before and after the Civil War and the significance of the words, “Go west, young man;” the Gold Rush and the Homestead Act; the abolitionist movement; the birth of the civil rights movement (e.g., roles of Tuskegee Institute and Booker T. Washington, the NAACP and W. E. B. Du

Bois); significant immigrations before and since the Civil War; the women’s suffrage movement; the civil rights movement in the 20th century.

### HIGH SCHOOL

**U.S. History:** The framework for the 11th-grade course continues to add layers of sophistication to students’ understanding about the civil rights movement while requiring them to:

- Analyze the development of federal civil rights and voting rights, in terms of key court cases and ballot initiatives: *Dred Scott v. Sanford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of California v. Bakke*, *Zelman v. Ohio*; key leaders: A. Philip Randolph, Martin Luther King, Malcolm X, Thurgood Marshall; constitutional amendments: 19th and 24th; 1965 Voting Rights Act and Fair Housing Act of 1968.
- Analyze the development of federal civil and voting rights for citizens, including the 19th & 24th amendments, the 1964 Civil Rights Act and the Voting Rights Act of 1965.
- Understand events and influential individuals of the civil rights movement (e.g., the role of civil rights advocates, including Martin Luther King Jr., Malcolm X, Rosa Parks and César Chávez; the significance of Martin Luther King Jr.’s “Letter From a Birmingham Jail” and “I Have a Dream Speech;” events such as segregation, desegregation, the Montgomery Bus Boycott, Selma-to-Montgomery March, the Freedom Riders, and Central High School in Little Rock; the role of African-American political groups, including the NAACP, CORE, SCLC and SNCC; the assassination of Martin Luther King Jr. and the Watts Riots.
- Trace the origins, events and consequences of major U.S. social movements, including: temperance movement, social gospel, the religious origins of the civil rights movement, the organized labor movement, women’s suffrage movement (Susan B. Anthony) and the “women’s movement” of the 1960s and 70s.

### SUPPORTING RESOURCES

The Illinois State Board of Education’s website offers a page of links to supporting materials about a variety of resources for social studies. These include links to the King Institute and a timeline of events in the civil rights movement. Both are externally produced content. The timeline on *Infoplease* ([infoplease.com/spot/civilrightstimeline1.html](http://infoplease.com/spot/civilrightstimeline1.html)) runs from 1948 (desegregation of the armed forces) to the present day. The single resource for black history links to [www.blackhistory.com](http://www.blackhistory.com), a site that offers some teaching resources

mixed in with social-networking opportunities and individually updated blogs without a connection to education.

### EVALUATION

Illinois’s standards show promise. They appropriately portray the civil rights movement as the work of many groups and individuals. Illinois is one of only a few states to require students to learn about all three of our core civil rights movement groups (CORE, SNCC and the SCLC) and covers all but two (Birmingham bombings and protests; Freedom Summer) of the core events.

Unfortunately, Illinois’s standards fall far short in other categories. The standards do not include resistance to the civil rights movement or racism. There is no mention of Jim Crow laws, the resurgence of the Ku Klux Klan, poll taxes, literacy tests or the main figures of white resistance such as Bull Connor, George Wallace, Orval Faubus or Ross Barnett. This makes it seem as if the movement faced no meaningful opposition, and risks confusing students about the movement’s trajectory and the courage required to right injustices.

Illinois should consider including some of its own rich connections to movement struggles if it revises its documents and resources. Chicago had direct links to the SCLC and campaigns that followed the Selma struggle, while Black Panther activity in Chicago has been important in the city’s history.

Finally, Illinois’s documents could be improved by encouraging students to understand internal debates in the movement about tactics and strategies. Requiring students to be able to identify Malcolm X is not the same as challenging students to compare Black Power to nonviolent resistance. Some attention to redressing repetition in the standards from grade to grade could create room for inclusion of history, tactics and opposition to the benefit of Illinois students.

The lack of supporting materials outside of Illinois’s major documents does little to fill in the gaps or provide a road map to implementing the content inside the standards, much less omitted content. ●



# INDIANA

## THE MAJOR DOCUMENTS

Indiana's *Core Standards for Social Studies* (2008) has 11 core concepts for U.S. History, a high school course. One deals directly with the civil rights movement:

*Describe political, economic and social conditions that led to the civil rights movement. Identify federal, state and civil rights leaders who played a central role in the movement and describe their methods. Give examples of actions and events that characterized the movement as well as the legislative and judicial responses.*

## ELEMENTARY AND MIDDLE SCHOOL

Indiana does not set out specific content requirements for study of the civil rights movement before high school.

## HIGH SCHOOL

**U.S. History:** Most of Indiana's instruction about the civil rights movement is required in this two-semester course. The standard indicators (2007) outline a number of events, personalities and concepts related to the civil rights movement:

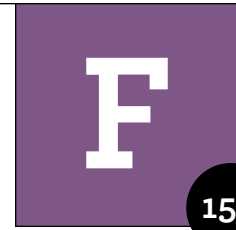
- Summarize the early struggle for civil rights and identify events and people associated with this struggle. Example: Executive Order 9981, Jackie Robinson and the desegregation of professional baseball, Thurgood Marshall, Rosa Parks and the Montgomery Bus Boycott, the Civil Rights Act of 1957 and the Little Rock school crisis.
- Describe the constitutional significance and lasting effects of the United States Supreme Court case *Brown v. Board of Education*.
- Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements and central organizations that were active in the movement. Example: People: John F. Kennedy, Robert Kennedy, Lyndon B. Johnson, Reverend Martin Luther King Jr., Malcolm X, Stokely Carmichael, George Wallace,

## MAJOR DOCUMENTS (60%) 4/16

Content	2
Sequence	1
Depth	0
Connections	1

## SUPPORTING RESOURCES (40%) 0/12

Comprehensive	0
Promote Historical Thinking	0
Access and Presentation	0



ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	88%	Martin Luther King Jr., Rosa Parks, Jackie Robinson, Malcolm X, Medgar Evers, Stokely Carmichael, Thurgood Marshall
Groups	100%	CORE, SCLC, SNCC
Events	67%	1964 Civil Rights Act, 1965 Voting Rights Act, Birmingham, <i>Brown</i> , Montgomery Bus Boycott, Little Rock, March on Washington, Selma-to-Montgomery March
History	14%	Armed forces desegregation
Opposition	25%	George Wallace
Tactics	0%	
<b>Content</b>	<b>50%</b>	

Earl Warren; Organizations: NAACP, SCLC, CORE, SNCC, the American Indian Movement (AIM); Events: March on Washington, Medgar Evers and University of Mississippi desegregation, protests in Birmingham and Selma, Ala.

- Read Reverend Martin Luther King Jr.'s "I Have a Dream" speech and "Letter from Birmingham Jail" and summarize the main ideas in each.
- Identify and describe federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. Example: War on Poverty, the Great Society, Volunteers In Service to America (VISTA), Civil Rights Act of 1964, Voting Act of 1965, school desegregation, *Heart of Atlanta Motel v. United States* and *Miranda v. Arizona*.

## SUPPORTING RESOURCES

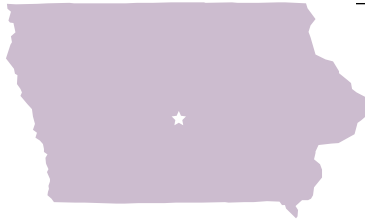
There are no supporting materials for teaching and learning about the civil rights movement on the Indiana Department of Education's website. Some materials are collected on Indiana's "Learning Connection" site. This site, which requires registration, is a place for Indiana educators to share materials. The civil rights-related materials on this site are either scarce or difficult to access.



**EVALUATION**

Indiana's standards are relatively content-rich. Unlike many state standards, they identify original historical documents by name. They do an excellent job of identifying key individuals, groups and events of the civil rights movement. However, they are considerably weaker when approaching resistance to the movement and its causes. This is part of an overall lack of context and nuance in the state's major documents. George Wallace appears between Stokely Carmichael and Earl Warren in a list of people whose relationships are not explored. Indiana's scores for clarity and connectivity are low due to an overall lack of explanation of the relationships between listed items and key conceptual gaps in the standards (i.e., movement tactics, internal conflicts, connections to the present day).

The lack of easily available supporting resources and materials does not add the nuance and context that might help to elevate Indiana's coverage across the board. The state's coverage is more along the lines of lists in the major documents than a coherent approach to teaching the movement. ●

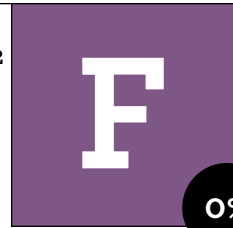


**MAJOR DOCUMENTS (60%) 0/16**

- Content
- Sequence
- Depth
- Connections

**SUPPORTING RESOURCES (40%) 0/12**

- Comprehensive
- Promote Historical Thinking
- Access and Presentation



# IOWA

## THE MAJOR DOCUMENTS

Iowa has statewide mandated core-content standards only in reading, math and science. The *Iowa Core Curriculum* mentions the phrase “civil rights movement” only in a suggested curriculum for a middle school Behavioral Sciences class, in an exercise that reads, in part: “In groups students research the actions of the civil rights movement of the 1950s and 1960s. The students identify how the actions of participants and groups in the civil rights movement impacted the lives of the individual and changed group decision-making.”

## SUPPORTING RESOURCES

The Iowa Department of Education’s Social Studies resources page does not contain materials for teaching and learning about the civil rights movement. Its online educator community, The Agora, does not have readily accessible resources for teaching the movement.

## EVALUATION

Iowa has, essentially, decided against having standards for social studies and history. The state offers no materials supporting teaching and learning about the civil rights movement. ●

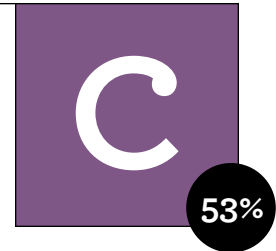
ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	0%	
Groups	0%	
Events	0%	
History	0%	
Opposition	0%	
Tactics	0%	
<b>Content</b>	<b>0%</b>	

**MAJOR DOCUMENTS (60%) 7/16**

Content	2
Sequence	3
Depth	0
Connections	2

**SUPPORTING RESOURCES (40%) 8/12**

Comprehensive	3
Promote Historical Thinking	3
Access and Presentation	2



# KANSAS

## THE MAJOR DOCUMENTS

In April 2013, Kansas adopted the revised *Kansas Standards for History Government and Social Studies*.

### ELEMENTARY AND MIDDLE SCHOOL

As in many states, Martin Luther King Jr. is mentioned in first grade as part of a list of holidays. The civil rights movement is first mentioned in seventh grade, in a unit titled “Kansas and a Changing World (1950s-2000s).” Civil rights, Thurgood Marshall and *Brown* are included in lists of key ideas, people and events. Two sample “Compelling Questions” are related to the civil rights movement:

- In what ways were African Americans getting an inferior education in Topeka public schools?
- In what ways did beliefs and ideas about race lead to segregation in Kansas?

### HIGH SCHOOL

The civil rights movement receives a more comprehensive treatment in the high school United States History course. A unit titled “Civil Rights, Social Change” covers the movement and its links to other pushes for social change. As the *Standards* explains:

*Race issues have been a part of the American history landscape since the nation’s beginnings. The second half of the 20th century saw dramatic changes in how Americans perceived race relations and the concept of equality. In this unit, students will compare and contrast the role of the many different groups who took an active stance against discrimination in all parts of American society, including economic, political, and social injustice. Students will examine the social change that takes place as a result of community, executive, legislative and/or judicial actions that impact equality in everyday life in the United States.*

Key components are itemized and listed in the categories of ideas, people/roles, places/institutions and events:

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
<b>Leaders</b>	100%	Martin Luther King Jr., Rosa Parks, Jackie Robinson, Malcolm X, Medgar Evers, Stokely Carmichael, Thurgood Marshall, Fannie Lou Hamer, James Farmer, James Meredith
<b>Groups</b>	0%	
<b>Events</b>	75%	24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, Birmingham, <i>Brown</i> , Montgomery Bus Boycott, Freedom Rides, Little Rock, March on Washington
<b>History</b>	0%	
<b>Opposition</b>	25%	George Wallace, Orval Faubus
<b>Tactics</b>	71%	Black Power, civil disobedience, nonviolence, sit-ins
<b>Content</b>	<b>49%</b>	

- Ideas: integration, desegregation, economic equality, nonviolent protest, student activists, sit-ins, Freedom Riders, counter culture, National Organization of Women (NOW), Great Society.
- People/Roles: Martin Luther King Jr., Malcolm X, César Chávez, Dolores Huerta, Rosa Parks, Thurgood Marshall, James Meredith, Medgar Evers, George Wallace, Orval Faubus, Black Panthers, Stokely Carmichael, Jackie Robinson, Leonard Peltier, Fannie Lou Hamer, Rachel Carson, Phyllis Schlafly, Betty Friedan, Ralph Nader.
- Places/Institutions: Birmingham, Little Rock, Montgomery, Memphis, Greensboro, Pine Ridge Indian Reservation, Haight-Ashbury, Three Mile Island.
- Events: *Brown v Topeka Board of Education*, Montgomery Bus Boycott, the children’s march, 24th Amendment, Civil Rights Acts of 1957, 1964, and 1965, Voting Rights Act, March on Washington, American Indian Movement, Title IX.

Five sample “compelling questions” frame the unit:

- What were the most important choices made that advanced the United States towards greater equality?
- Under what circumstances, if any, is civil disobedience justified?
- In what ways were politics, economics, history, and geography obstacles to social change in the United States?
- What social, political and economic changes have occurred as a result of civil rights movements?
- What factors led to the rise of the environmental movement and how has it progressed?

The *Standards* further embeds the civil rights movement in high school United States Government, explicitly linking the movement to ideas of civic responsibility as well as a lens into the processes of institutional change. The unit “Human and Civil Rights in American Democracy” begins:

*Students need to understand that American democracy evolved from the “tyranny of the majority” that could be found in ancient Greek democracy into a model based on individual rights, protection of the minority, and compatible with a culturally diverse society. Students need to know how concepts of rights have changed over time and how social and governmental institutions have responded to issues of rights and diversity. Key Supreme Court cases such as Dred Scott, Plessy, Brown, and Miranda, as well as the Bill of Rights, may be used as a foundation for class discussion. Students should know the basic outline of the history of the civil rights movement, the struggle for women’s suffrage, and later movements for equality.*

Key concepts for this unit include civil disobedience and *Brown*.

### SUPPORTING RESOURCES

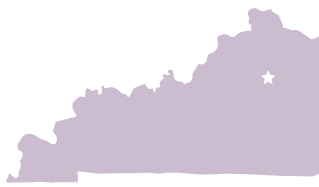
The Kansas Educational Resource Center ([kerc-ks.org](http://kerc-ks.org)) indexes lesson plans and resources aligned to the state standards. It directs teachers to a number of quality external lessons that use original historical documents, including lessons from *The New York Times* and *Education World*. The resources supporting teaching about the civil rights movement include several lesson and unit plans and are clearly organized by grade and topic. They do not include much in the way of original content, instead directing teachers to external sites.

### EVALUATION

Kansas’s revised standards are a significant improvement upon their previous set. They identify a number of key concepts, people and events in the civil rights movement. There is still considerable room for improvement – the new standards operate more as a list of ideas rather than as a narrative that might offer more substantial guidance to teachers. In particular, reading the standards does not give a sense of how the civil rights movement fits into the arc of American history or how the key terms relate to each other. Mentioning Three Mile Island in a list that includes Pine Ridge and Montgomery does little to elucidate the importance of each place or the events that happened there.

In addition, there are still significant content gaps in the standards—they could do much better in discussing the history of the movement and its obstacles to success. Mentioning George Wallace and Orval Faubus is not the same as a detailed discussion of the nature and scope of resistance the movement faced.

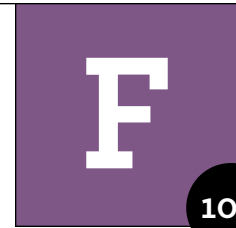
The state’s selected resources are adequate but not outstanding. As Kansas continues to develop its history resources, it should look further across the Internet and collect resources from effective teachers to share across the state. ●

**MAJOR DOCUMENTS (60%) 1/16**

Content	0
Sequence	1
Depth	0
Connections	0

**SUPPORTING RESOURCES (40%) 2/12**

Comprehensive	0
Promote Historical Thinking	0
Access and Presentation	2



# KENTUCKY

## THE MAJOR DOCUMENTS

Kentucky's *Core Academic Standards* was last revised in June 2010.

## ELEMENTARY AND MIDDLE SCHOOL

Fifth-grade skills and concepts include the following: “Students will investigate the events surrounding patriotic symbols, songs, landmarks (e.g., American flag, Statue of Liberty, the Star-Spangled Banner), and selected readings (e.g., Dr. Martin Luther King Jr.’s speech: “I Have a Dream”), and explain their historical significance.”

## HIGH SCHOOL

**U.S. History:** The civil rights movement is mentioned in high school skills and concepts: “Students will ... analyze economic growth in America after WWII (e.g., suburban growth), struggles for racial and gender equality (e.g., civil rights movement), the extension of civil liberties, and conflicts over political issues (e.g., McCarthyism, U.S. involvement in Vietnam).”

## SUPPORTING RESOURCES

The 2008 *Kentucky Social Studies Teacher Network Curriculum Framework for United States History* suggests a unit called “Civil Rights and Cultural Transformations.” This is not an official state document, but an advisory one created by the network in partnership with the state’s Department of Education. The unit’s suggested length is six blocks (12 traditional class periods). It identifies a number of key concepts for teaching the civil rights movement, but does little to link those concepts together in a coherent arc. For example, the 1964 Civil Rights Act is listed in between Woodstock and *Miranda v. Arizona*.

The social studies resources page of the Kentucky Department of Education’s website does not identify resources for teaching about the civil rights movement.

## EVALUATION

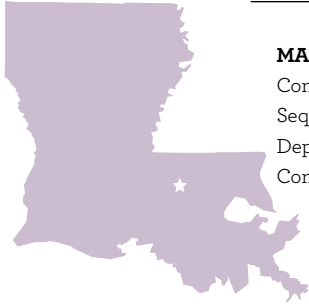
Kentucky’s standards do not portray the civil rights movement as a force in its own right, filled with diverse

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	13%	Martin Luther King Jr.
Groups	0%	
Events	0%	
History	0%	
Opposition	0%	
Tactics	0%	
<b>Content</b>	<b>3%</b>	

personalities, internal and external conflicts, facing intractable opposition; rather, it is something that “America experienced.” That it is presented as one of many postwar changes is disappointing.

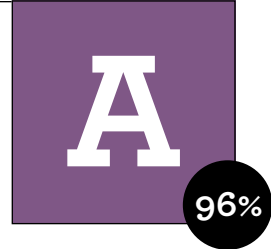
In addition, Kentucky misses opportunities to draw from its own rich movement history. From Muhammad Ali to the Louisville fight against restrictive housing covenants, Kentucky has been an active site of struggle and resistance to the civil rights movement.

The state’s supporting resources are limited at best. While the Kentucky Social Studies Teacher Network’s framework provides more specific guidance regarding key concepts in the civil rights movement, it does not provide the kind of detailed guidance that would help teachers dig deeply into this rich and important part of American history. Additional lesson plans and guidance for using original historical documents would help fill the gaps created by the standards. ●



MAJOR DOCUMENTS (60%) 15/16	
Content	4
Sequence	3
Depth	4
Connections	4

SUPPORTING RESOURCES (40%) 12/12	
Comprehensive	4
Promote Historical Thinking	4
Access and Presentation	4



# LOUISIANA

## THE MAJOR DOCUMENTS

Louisiana’s history standards were revised in 2010. Requirements for instruction in Louisiana are set forth in the state’s *Comprehensive Curriculum*. Revised in 2012, the *Curriculum* focuses instruction about the civil rights movement in high school, with one mention before that.

## ELEMENTARY AND MIDDLE SCHOOL

**Grade 2:** Louisiana requires second-grade students to learn about Martin Luther King Jr. in a unit about national holidays.

**Grade 8:** Students learn about the civil rights movement in the context of Louisiana history. The *Curriculum* requires study of *Brown*, school integration and Louisiana events in the civil rights movement. It includes use of visual documents for students to construct a newscast about one of the major movement events.

## HIGH SCHOOL

**U.S. History:** The *High School United States History Standards* contains a grade-level expectation about the civil rights movement: “Describe the role and importance of the civil rights movement in the expansion of opportunities for African Americans in the United States.” This is followed by several examples: “NAACP, *Brown v. Board of Education*, Dr. Martin Luther King Jr., Civil Rights Act (1964), Voting Rights Act (1965)”

The 10-unit U.S. History curriculum covers 1865 to the present. Jim Crow laws are discussed in Unit Five in the context of the Great Migration. Unit Seven includes study of A. Phillip Randolph, CORE and the desegregation of the armed forces. The curriculum directly addresses the civil rights movement in Unit Nine, “A Time for Change (1944-Present)” ([louisianabelieves.com/docs/academic-curriculum/curriculum---social-studies-high-school-world-history-unit-9.doc?sfvrsn=2](http://louisianabelieves.com/docs/academic-curriculum/curriculum---social-studies-high-school-world-history-unit-9.doc?sfvrsn=2)).

The four-week unit features these objectives:

*Students learn how post-war social and political movements brought about change by analyzing the methods*

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	75%	Martin Luther King Jr., Rosa Parks, Malcolm X, Ruby Bridges, James Meredith, H. Rap Brown
Groups	100%	CORE, SCLC, SNCC
Events	83%	24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, <i>Brown</i> , Montgomery Bus Boycott, Freedom Rides, Little Rock, March on Washington, Mississippi Freedom Summer, Montgomery-to-Selma March
History	71%	A. Philip Randolph, armed forces desegregation, <i>de facto</i> , <i>de jure</i> , Jim Crow
Opposition	50%	Ku Klux Klan, white resistance
Tactics	100%	Black Power, civil disobedience, Gandhi, nonviolence, sit-ins, tactics, voter registration
<b>Content</b>	<b>84%</b>	

*used by leaders, the effectiveness of legislation, and the impact of key events. Students understand the role and importance of the civil rights movement in the expansion of opportunities for African Americans, Native Americans, Mexican Americans, and women in the United States.*

The unit is designed to fulfill several of the state’s 54 grade-level expectations (GLEs). Two GLEs specific to the civil rights movement itself are:

- Identify the primary leaders of the civil rights movement and describe major issues and accomplishments.
- Evaluate various means of achieving equality of political rights (e.g., civil disobedience vs. violent protest).

Puzzlingly, the civil rights movement is listed as an activity in this unit after study of a number of other social movements. Other than what seems to be a sequencing error, the civil rights movement content in this document is superb. Multiple units link time-tested teaching strategies to movement ideas, figures and events. The lessons reach well beyond the traditional movement narrative, from the murder of Emmett Till to Watts and beyond.

An activity on the Baton Rouge bus boycott makes an important link to the state's own history, as do lessons on Ruby Bridges and *Plessy*, both associated with Louisiana. Throughout, the curriculum directs teachers to valuable resources available online, including many original historical documents. As this part of the curriculum doubles as supporting material, it was evaluated in both categories here (as in the case of a few other states).

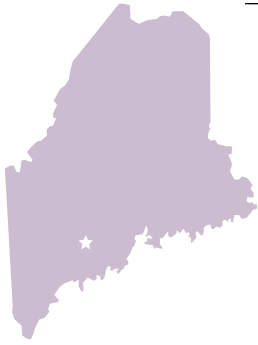
**African American Studies Elective:** Louisiana requires students to take one social studies elective. This course is one of nine options offered in the state's *Comprehensive Curriculum*. The course begins with ancient Africa and ends with the civil rights movement. It uses the following objectives:

*Students will understand the effects of Jim Crow laws on the day-to-day activities of African Americans. Students will understand how boycotts, sit-ins, and other forms of civil disobedience were used as effective tools that helped to end many legal and institutional forms of racism. Students will understand that there were many instances in which blacks and whites worked together to end decades of racial discrimination toward African Americans in the United States.*

The civil rights movement unit ([www.louisianabelieves.com/docs/academic-curriculum/curriculum---social-studies-high-school-african-american-studies.doc?sfvrsn=2](http://www.louisianabelieves.com/docs/academic-curriculum/curriculum---social-studies-high-school-african-american-studies.doc?sfvrsn=2)) provides a detailed treatment of major events and personalities in the civil rights movement, including a discussion of racism. It encourages the use of original historical documents and integrates well-supported teaching strategies to teach the movement.

### EVALUATION

Louisiana's standards and required curricula are among the very best in the nation at covering the civil rights movement. The state's high school materials are extraordinarily detailed and well-constructed, setting rigorous content expectations while using excellent lesson-planning practices. High school teachers would do well to consult the U.S. History unit as well as the African American Studies unit when planning instruction for their classrooms. This does not mean there is not room for improvement in Louisiana—coverage of the movement is substantially weaker in the early grades, and documents could be made more searchable for outside access. Overall, Louisiana leads the nation in efforts to teach the civil rights movement. ●



# MAINE

## SURVEY OF STANDARDS AND FRAMEWORKS

Maine’s guiding standards document, *Learning Results: Parameters for Essential Instruction*, isolates almost no events or individuals for social studies instruction. It does not mention the civil rights movement. This is a change from the 1997 edition of *Learning Points*, which required that students in the secondary grades “Demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877, including, but not limited to: industrialization, the Great Depression, the Cold War (and its ending), World War I and World War II, the Vietnam era, civil rights movement, Watergate.”

## SUPPORTING RESOURCES

The Maine Department of Education website provides no supporting materials for teaching the civil rights movement.

## EVALUATION

Maine’s decision to move away from content requirements is a step in the wrong direction and evidence of extremely low expectations. The civil rights movement is only one of many essential topics in American history that the state has chosen not to require. Unlike other local-control states, Maine provides no supporting materials for teaching the civil rights movement. This burdens teachers, schools and districts. ●

### MAJOR DOCUMENTS (60%) 0/16

- Content ○
- Sequence ○
- Depth ○
- Connections ○

### SUPPORTING RESOURCES (40%) 0/12

- Comprehensive ○
- Promote Historical Thinking ○
- Access and Presentation ○



ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	0%	
Groups	0%	
Events	0%	
History	0%	
Opposition	0%	
Tactics	0%	
<b>Content</b>	<b>0%</b>	



**MAJOR DOCUMENTS (60%) 10/16**

Content	2
Sequence	3
Depth	3
Connections	2

**SUPPORTING RESOURCES (40%) 12/12**

Comprehensive	4
Promote Historical Thinking	4
Access and Presentation	4

**B****69%**

# MARYLAND

## THE MAJOR DOCUMENTS

In Maryland, the major documents considered for this study were the *State Curriculum* (Revised 2006) and state curricula for U.S. Government and U.S. History courses. Both of the courses are required for high school graduation.

## ELEMENTARY AND MIDDLE SCHOOL

In kindergarten and first grade, students are asked to learn about Martin Luther King Jr. as part of the study of national holidays. The kindergarten social studies standards identify Rosa Parks as an important figure in the American political system. Students in eighth grade should “[e]xplain how the United States government protected or failed to protect the rights of individuals and groups”; more specifically, they should “[d]escribe methods that were used to deny civil rights to women, African Americans and Native Americans.”

## HIGH SCHOOL

**U.S. Government:** The required U.S. Government course curriculum includes several items relevant to study of the civil rights movement:

- Analyze various methods that individuals or groups may use to influence laws and governmental policies including petitioning, letter writing and acts of civil disobedience.
- Analyze how the Supreme Court decisions in *Plessy v. Ferguson* (1896) and *Brown v. Board of Education of Topeka* (1954) impacted the rights of individuals.
- Evaluate the effectiveness of legislation in promoting equity and civil rights, such as the Civil Rights Act (1964), Voting Rights Act (1965), Higher Education Act Title IX (1972), Indian Education Act (1972), Americans with Disabilities Act (ADA 1990) and Individuals with Disabilities Education Act (IDEA 1997).

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	50%	Martin Luther King Jr., Rosa Parks, Malcolm X
Groups	0%	
Events	50%	24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, 1968 Civil Rights Act, <i>Brown</i> , Little Rock
History	14%	Jim Crow
Opposition	50%	Ku Klux Klan, white resistance
Tactics	71%	Black Power, civil disobedience, sit-ins, tactics, voter registration
<b>Content</b>	<b>41%</b>	

**U.S. History:** The state curriculum for the required U.S. History class includes the following expectations relevant to the civil rights movement:

- Analyze the practices, policies and legislation used to deny African Americans’ civil rights, including black codes, lynching, the Ku Klux Klan, voting restrictions, Jim Crow Laws and *Plessy v. Ferguson* (1896).
- Analyze the growing impact of television and other mass media on politics and political attitudes, such as the Kennedy-Nixon debate, the Vietnam conflict, and the civil rights movement.
- Examine the battle for school desegregation, including *Brown v. Board of Education of Topeka, Kansas* (1954) and the roles of the National Association for the Advancement of Colored People (NAACP) and Thurgood Marshall.
- Describe the efforts to enforce school desegregation and local reactions to these efforts, including crisis at Little Rock (1957) and the University of Mississippi (1962).
- Describe various activities that civil rights activists used to protest segregation, including boycotts, sit-ins, marches, and voter-registration campaigns.

- Compare the philosophies of Dr. Martin Luther King Jr. and Malcolm X and the Black Power movement.
- Describe the impact of Dr. Martin Luther King Jr.'s and Malcolm X's leadership and assassinations on the civil rights movement.
- Describe the goals of civil rights legislation, including the Civil Rights Acts of 1964 and 1968, the Voting Rights Act of 1965, and the 24th Amendment.
- Describe why urban violence and race riots escalated during the 1960s in reaction to ongoing discrimination and the slow pace of civil rights advances.
- Analyze the opposition to the civil rights movement, such as the Dixiecrats, white citizens councils, white supremacist movements.
- Evaluate the impact of school desegregation stemming from the *Brown v. Board of Education* (1954) decision, including local implementation of busing.
- Describe the controversy involving the extension of civil rights through the implementation of Affirmative Action, such as the *Regents of the University of California v. Bakke* (1978).
- Describe the Native American quest for civil rights, including the establishment of the American Indian Movement (AIM) and the implementation of legislation.
- Describe the Latino quest for civil rights and the formation of the United Farm Workers Union.
- Describe the impact of the women's movement on government actions such as Higher Education Act Title IX (1972), the Equal Rights Amendment (1972).

The U.S. History curriculum does an excellent job of setting the stage for the civil rights movement—unlike many similar instructional plans, it takes care to identify the roots of the movement in the Progressive Era, by asking students to “[a]nalyze African American responses to inequality, such as the Niagara movement, the establishment of the National Association for the Advancement of Colored People (NAACP), the Urban League, and the Universal Negro Improvement Association.” Unlike many states, Maryland’s instructional plan does not only discuss the Ku Klux Klan in Reconstruction—the Klan makes an additional appearance in the Jazz Age.

## SUPPORTING RESOURCES

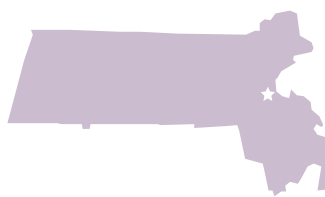
The Maryland School Improvement website offers limited resources to support teaching the civil rights movement. It does contain a lesson on the desegregation of the armed forces ([mdk12.org/instruction/curriculum/hsa/us\\_history/desegregation.html](http://mdk12.org/instruction/curriculum/hsa/us_history/desegregation.html)), which takes the form of a guided historical investigation, encouraging students to explore multiple original historical documents. A similar lesson covers the social response to lynching ([mdk12.org/instruction/curriculum/hsa/us\\_history/historical\\_investigations.html](http://mdk12.org/instruction/curriculum/hsa/us_history/historical_investigations.html)). Both lessons and their supporting materials are thoughtfully constructed and useful to educators.

In addition to these materials, the Maryland State Department of Education has a partnership with the Reginald F. Lewis Museum of Maryland African American History & Culture. This partnership has produced lessons across grade levels that are aligned with museum content. Some of the lessons are collected online ([msde.maryland.gov/msde/divisions/instruction/rfl\\_museum\\_md.htm](http://msde.maryland.gov/msde/divisions/instruction/rfl_museum_md.htm)). Several are movement-related. The lessons “Civil Rights and Race Relations in Maryland” and “Jim Crow in Maryland” are particularly effective at making connections to local issues. The lessons as a whole are excellent—most teachers could immediately use them in their classrooms.

## EVALUATION

Maryland’s civil rights movement requirements cover several major areas but are weak overall. Two of the state’s eight learning objectives focus on the struggle to integrate schools and universities but the objectives omit other triggers for the civil rights movement, such as specific ways voters were disenfranchised. Another two learning objectives focus on Martin Luther King Jr. and Malcolm X but omit other figures and key groups, perpetuating a personality-driven narrative about the movement. The state does an admirable job of covering diverse tactics, and is one of only a handful of states to include the urban uprisings of the 1960s in its required curriculum.

Slight modifications to these standards could yield substantial impact. They could be improved by making explicit linkages to current events and civic engagement. Integrating learning across grade levels will allow the state to add more required content in appropriate sequences while increasing awareness of this essential period in American history. ●

**MAJOR DOCUMENTS (60%) 2/16**

Content	1
Sequence	1
Depth	0
Connections	0

**SUPPORTING RESOURCES (40%) 6/12**

Comprehensive	2
Promote Historical Thinking	2
Access and Presentation	2

D

28%

# MASSACHUSETTS

## MAJOR DOCUMENTS

The Massachusetts *History and Social Science Curriculum Framework* has students learning about the civil rights movement only in high school.

## ELEMENTARY AND MIDDLE SCHOOL

No requirements for instruction on the civil rights movement.

## HIGH SCHOOL

**U.S. History II:** Students are required to “Analyze the origins, goals and key events of the civil rights movement.” These include:

- People: Robert Kennedy, Martin Luther King Jr., Thurgood Marshall, Rosa Parks and Malcolm X.
- Institution: NAACP.
- Events: *Brown v. Board of Education*, the Montgomery Bus Boycott, the Little Rock School Crisis, the sit-ins and Freedom Rides of the early 1960s, the 1963 civil rights protest in Birmingham, the 1963 March on Washington, the 1965 civil rights protest in Selma and the 1968 assassination of Martin Luther King Jr.
- Seminal Primary Documents to Read: Reverend Martin Luther King Jr.’s “I Have a Dream” speech and “Letter From Birmingham City Jail,” President Lyndon Johnson’s speech to Congress on voting rights (March 15, 1965).

In addition, students are required to “Describe the accomplishments of the civil rights movement,” including:

- The 1964 Civil Rights Act and the 1965 Voting Rights Act.
- The growth of the African-American middle class, increased political power and declining rates of African-American poverty.

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	50%	Martin Luther King Jr., Rosa Parks, Malcolm X, Thurgood Marshall
Groups	0%	
Events	75%	1964 Civil Rights Act, 1965 Voting Rights Act, Birmingham, <i>Brown</i> , Montgomery Bus Boycott, Freedom Rides, Little Rock, March on Washington, Selma-to-Montgomery March
History	0%	
Opposition	0%	
Tactics	14%	Sit-ins
<b>Content</b>	<b>28%</b>	

## SUPPORTING RESOURCES

Massachusetts is in the process of developing 100 PK-12 model curriculum units in ELA/literacy, history/social science, mathematics and science. These will be completed in the summer of 2014. These units are not intended to be a full curriculum, but are designed for voluntary use or adaptation by school districts. They are accessible online with free registration ([doe.mass.edu/candi/model/download\\_form.aspx](http://doe.mass.edu/candi/model/download_form.aspx)). Some units include content relevant to teaching the civil rights movement. The National and Massachusetts Holidays unit for first grade includes a lesson on Martin Luther King Jr., while the second-grade unit *Civic Rights: Equality for All* contains lessons on King and Ruby Bridges. This unit connects King and Bridges with other individuals involved in global struggles for civil rights. A planned unit titled “African-American Civil Rights,” for the ninth through 11th grades, is not yet available online.

## EVALUATION

Massachusetts’ standards make an effort to tell part of the story of the civil rights movement. They isolate several key individuals, even as they neglect to mention instrumental groups like CORE, SCLC and SNCC. Students learn about some tactics, such as sit-ins, but are not encouraged to explore the debates about tactics within the movement. Requiring students to learn about

Malcolm X does not mean that they will examine the relative merits of Black Power and nonviolent resistance.

The state's list of required events is especially strong. Unfortunately, the state's decision to omit obstacles to the civil rights movement including the means of oppression and disenfranchisement risks presenting students with a view of the civil rights movement that lacks context. This view is unlikely to allow students to better understand current events and improve their civic engagement.

Massachusetts could improve its documents and resources by connecting with local struggles, such as the busing controversies in Roxbury and elsewhere in the 1970s. These local connections allow students to understand opposition to the civil rights movement as something that extended (and continues to extend) beyond such commonly known figures as Bull Connor and the Ku Klux Klan.

The supporting materials show promise but have considerable room to grow. They are easy to access and clearly organized. However, they focus on individuals rather than on the movement as a whole and do not reach beyond the basic narrative of the civil rights movement. ●

**MAJOR DOCUMENTS (60%) 4/16**

Content	1
Sequence	2
Depth	0
Connections	1

**SUPPORTING RESOURCES (40%) 0/12**

Comprehensive	0
Promote Historical Thinking	0
Access and Presentation	0



# MICHIGAN

## MAJOR DOCUMENTS

Michigan has content standards and more detailed learning benchmarks and covers civil rights in high school only.

## ELEMENTARY AND MIDDLE SCHOOL

There are no specific requirements for teaching about the civil rights movement at this level.

## HIGH SCHOOL

**U.S. History and Geography:** The civil rights movement is the third of three major topics included in a unit that covers the post-World War II era until 1989. The specific standards are:

- Civil rights in the post-WWII era: Examine and analyze the civil rights movement using key events, people and organizations.
- Civil rights movement: Analyze the key events, ideals, documents and organizations in the struggle for civil rights by African Americans including: the impact of WWII and the Cold War (e.g., racial and gender integration of the military), Supreme Court decisions and governmental actions (e.g., *Brown v. Board*, Civil Rights Act of 1957, Little Rock school desegregation, Civil Rights Act of 1964 and Voting Rights Act of 1965); protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott, March on Washington, Freedom Rides, NAACP, SCLC, SNCC, Nation of Islam and Black Panthers; resistance to civil rights).
- Ideals of the civil rights movement: Compare and contrast the ideas in Martin Luther King Jr.'s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls resolution and the Gettysburg Address.
- Civil rights expanded: Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
<b>Leaders</b>	13%	Martin Luther King Jr.
<b>Groups</b>	67%	SCLC, SNCC
<b>Events</b>	58%	1964 Civil Rights Act, 1965 Voting Rights Act, <i>Brown</i> , Montgomery Bus Boycott, Freedom Rides, Little Rock, March on Washington
<b>History</b>	14%	Armed forces desegregation
<b>Opposition</b>	25%	White resistance
<b>Tactics</b>	14%	Black Power
<b>Content</b>	<b>34%</b>	

American Indians, Latinos/Latinas, new immigrants, people with disabilities and gays and lesbians.

- Tensions and reactions to poverty and civil rights: Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta or Newark).

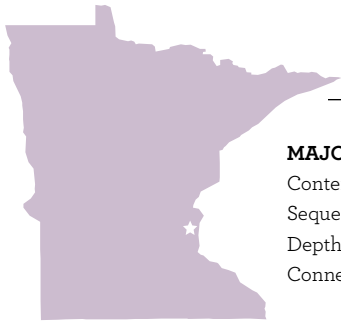
## SUPPORTING RESOURCES

The Michigan Department of Education does not provide teaching resources for any curriculum areas. Upon request, they do provide connections to content-specific organizations in Michigan. Their social studies consultant has recently established a committee to gather and promote resources on the civil rights movement.

## EVALUATION

Although Michigan does expect students to study several dimensions of the civil rights movement, the standards still fall far short of a comprehensive picture of one of American history's most important events. Suggested content does include a variety of significant events and key groups but does not provide the kind of historical context and study of opposition that students need to fully understand the movement.

It is encouraging that Michigan plans to fill its current gap in resources for teachers working to educate students about the civil rights movement. ●

**MAJOR DOCUMENTS (60%) 7/16**

Content	0
Sequence	3
Depth	1
Connections	3

**SUPPORTING RESOURCES (40%) 0/12**

Comprehensive	0
Promote Historical Thinking	0
Access and Presentation	0

D

26%

# MINNESOTA

## THE MAJOR DOCUMENTS

Minnesota has adopted new social studies academic standards for the 2013 school year. Standard 20 in the U.S. History standards directs teachers to study of civil rights movements: “Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America’s indigenous peoples. (Post-World War II United States: 1945-1989).”

## ELEMENTARY AND MIDDLE SCHOOL

**Grade 5:** In fifth grade, a citizenship and government benchmark says that students should be able to “[e]xplain how law limits the powers of government and the governed, protects individual rights and promotes the general welfare. For example: *Miranda v. Arizona*, Ninth and Tenth Amendments, Civil Rights Act of 1964.”

**Grade 6:** Sixth grade’s Minnesota Studies standards for civic skills continue discussion of the civil rights movement. Students are asked to “[e]valuate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue. For example: Historical issues—women’s suffrage, treaties with indigenous nations, civil rights movement, New Deal programs. Strengths might include—expanded rights to new group of Americans, established tribal sovereignty, collaborative effort of multiple groups in American society, provided a financial safety net for individuals. Weaknesses might include—too expensive, unintended consequences, caused more problems than it solved.”

Later, the standards discuss the rights and responsibilities of citizens in a republic. Students are to “[d]escribe the establishment and expansion of rights over time, including the impact of key court cases, state legislation and constitutional amendments. For example: Key court cases and state legislation—the Minnesota

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	0%	
Groups	0%	
Events	25%	1964 Civil Rights Act, 1965 Voting Rights Act, <i>Brown v. Board of Education</i>
History	14%	Jim Crow
Opposition	0%	
Tactics	29%	Nonviolence, tactics
<b>Content</b>	<b>12%</b>	

Human Rights Law, *Brown v. Board of Education*, *Miranda v. Arizona*.” *Brown* also appears in the seventh-grade benchmarks, as does the 1964 Civil Rights Act.

Sixth-grade students are encouraged to make connections to Minnesota in their study of the civil rights movement. One benchmark makes this explicit: “Describe civil rights and conservation movements in Post-World War II Minnesota, including the role of Minnesota leaders. (Post-World War II United States: 1945-1989) For example: Movements—civil rights movement (Hubert H. Humphrey, Eugene McCarthy, student takeover of Morrill Hall at the University of Minnesota); American Indian Movement; women’s rights movement; conservation movement (Ernest Oberholtzer, Boundary Waters Canoe Area).”

**Grade 7:** *Brown* appears in the seventh-grade benchmarks, as do the 1964 Civil Rights Act and the 1965 Civil Rights Act. These are all discussed in the context of civics and government education. Seventh graders learn about the black codes as they study Reconstruction. After Reconstruction, as in many states, the Great Migration is included in a discussion of national transformation.

One interesting benchmark encourages students to make connections between Jim Crow laws and other kinds of institutionalized racism: “Analyze the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of “Jim Crow,” immigration restriction, and the relocation of American Indian tribes to reservations. (Development

of an Industrial United States: 1870-1920) For example: Withdrawal of federal troops from the South in 1877, Southern “redeemer” governments, 1892 *Plessy v. Ferguson* decision, 1882 Chinese Exclusion Act, 1887 Dawes Allotment Act.”

After World War II, students are asked to critically evaluate different social movements: “Compare and contrast the goals and tactics of the civil rights movement, the American Indian Movement, and the women’s rights movement; explain the advantages and disadvantages of non-violent resistance.”

### HIGH SCHOOL

Several benchmarks in the high school history standards are relevant to study of the civil rights movement. One continues Minnesota’s innovative approach of linking Jim Crow to broader disenfranchisement and racism: “Describe ‘Jim Crow’ racial segregation and disenfranchisement in the South, the rise of ‘scientific racism,’ the spread of racial violence across the nation, the anti-Chinese exclusion movement in the West, and the debates about how to preserve and expand freedom and equality.” Three additional benchmarks deal directly with the civil rights movement:

- “Explain the roots of the various civil rights movements, including African American, Native American, women, Latino American and Asian American.”

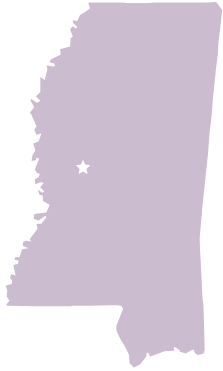
- “Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups.”
- “Evaluate the legacy and lasting effects of the various civil rights movements of the 1960s and 1970s; explain their connections to current events and concerns.”

### SUPPORTING RESOURCES

According to Minnesota state statutes, it is against the law to endorse/promote any curriculum materials through the state agency.

### EVALUATION

Minnesota’s standards scored high in sequencing and connections. For standards designed to guide students and teachers toward big questions about the nature of American history, they do an outstanding job. They are especially effective in encouraging teachers and students to connect the institutionalized racism of Jim Crow laws to other discriminatory periods in American history. The standards do lack depth and breadth, however. They would be greatly improved by increasing the level of detail, providing more specific guidance to teachers and students. Paired with the lack of supporting resources mandated by statute, Minnesota’s districts, schools and teachers are left to their own devices when it comes to teaching the movement. ●

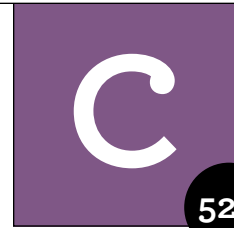


**MAJOR DOCUMENTS (60%) 12/16**

Content	2
Sequence	4
Depth	2
Connections	4

**SUPPORTING RESOURCES (40%) 2/12**

Comprehensive	1
Promote Historical Thinking	0
Access and Presentation	1



# MISSISSIPPI

## THE MAJOR DOCUMENTS

In 2011, the state of Mississippi adopted two new strands—civil rights/human rights and culture—for its K-12 social studies framework. A number of the related required competencies and objectives deal directly with the civil rights movement. Notably, many of the competencies and objectives are related to helping students gain a deep understanding of the importance of mutual tolerance, respect and civil liberties in everyday society. Others deal with historical and contemporary pushes for human and civil rights. The *2011 Mississippi Social Studies Framework* describes the new strands:

### Civil Rights/Human Rights

*Civil rights/human rights education ... is defined as the mastery of content, skills and values that are learned from a focused and meaningful exploration of civil rights/human rights issues (both past and present), locally, nationally and globally. This education should lead learners to understand and appreciate issues such as social justice, power relations, diversity, mutual respect, and civic engagement. Students should acquire a working knowledge of tactics engaged by civil rights activists to achieve social change. Among these are: demonstrations, resistance, organizing and collective action/unity.*

### Culture

*The competencies and objectives in the culture strand aim to place historical events, actors and prominent ideas in a cultural context. Students should be able to relate better to historical and contemporary events and see them as alive with possibility and open for critique. Particular emphasis is placed on the role of mass culture (media, arts, religion, contemporary sentiments, etc.) in the shaping of society.*

## ELEMENTARY AND MIDDLE SCHOOL

**Kindergarten:** Students should study Martin Luther King Jr.

**Grade 3:** Understand how the diversity of people and customs affects the local community:

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
<b>Leaders</b>	75%	Martin Luther King Jr., Rosa Parks, Medgar Evers, Fannie Lou Hamer, James Meredith, T. R. M. Howard
<b>Groups</b>	33%	CORE
<b>Events</b>	25%	<i>Brown v. Board of Education</i> , Freedom Rides, Mississippi Freedom Summer
<b>History</b>	57%	Armed forces desegregation, <i>de facto</i> , <i>de jure</i> , Jim Crow
<b>Opposition</b>	25%	
<b>Tactics</b>	14%	Tactics
<b>Content</b>	<b>50%</b>	

- Explain how cultural artifacts represent cultures in local communities. (e.g., pictures, animals and masks).
- Compare and contrast celebrations of various groups within the local community.
- Research and identify historical figures of various cultures (e.g., Martin Luther King Jr., Betsy Ross, Franklin D. Roosevelt, Rosa Parks, etc.).

**Grade 4:** Understand the roles, rights and responsibilities of Mississippi citizens:

- Distinguish between acceptable and unacceptable behaviors of a responsible citizen (e.g., courteous public behavior, respect for the rights and property of others, tolerance, self-control, participation in the democratic process and respect for the environment, etc.).
- Identify historical figures (e.g., Fannie Lou Hamer, Medgar Evers and Martin Luther King Jr., etc.), circumstances (e.g., slavery, abolition, segregation and integration, etc.), and conditions (e.g., The Great Migration, Trail of Tears, Women’s Suffrage, etc.) related to the struggle for civil/human rights in Mississippi and their impact on Mississippi’s society.
- Compare and contrast the benefits and challenges of unity and diversity among citizens of Mississippi.



**Grade 6:** Understand the influences of historical documents (e.g., Magna Carta, Mayflower Compact, Declaration of Independence, U.S. Constitution, the Bill of Rights, the Emancipation Proclamation, etc.), events and social movements on the rights of American citizens:

- Compare and contrast the essential ideas of various historical documents that are important in shaping the values of American democracy.
- Analyze how various philosophers influenced the writing of America’s historical documents.
- Analyze political and social impacts of civil rights movements throughout the history of the United States (e.g., demonstrations, individual and group resistance, organizing efforts and collective action/unity).
- Explain and analyze the current state of civil and human rights for all people in our nation (e.g., people with disabilities, minorities, gender, etc.).
- Explain how conflict, cooperation and interdependence (e.g., social justice, diversity, mutual respect, and civic engagement) among groups, societies and nations influenced the writing of early historical documents.

### HIGH SCHOOL

**Grade 9 (Mississippi Studies):** Understand and describe the historical circumstances and conditions that necessitated the development of civil rights and human rights protections and/or activism for various minority groups in Mississippi:

- Compare and contrast *de facto* segregation and *de jure* segregation in Mississippi from 1890 to the present, including the rise of Jim Crow era events and actors (i.e., Ross Barnett, James Eastland, the integration of University of Mississippi, Sovereignty Commission, etc.), and their impact on Mississippi’s history and contemporary society.
- Identify and explain the significance of the major actors, groups and events of the civil rights movement in the mid-20th century in Mississippi (i.e., Fannie Lou Hamer, Medgar Evers, Dr. T. R. M. Howard, James Meredith, Freedom Rides, Freedom Summer, Mississippi Freedom Democratic Party, COFO, CORE, etc.).
- Compare and contrast the development and resulting impact of civil rights movements (e.g.,

women’s suffrage, African-American liberation, Native American citizenship and suffrage, immigration rights, etc.) in Mississippi.

- Investigate and describe the state government’s responses to the *Brown v. Board of Education* Supreme Court decision in the 1950s, 1960s and 1970s.

Understand the trends, ideologies and artistic expressions in Mississippi over time and place:

- Examine the cultural impact of Mississippi artists, musicians and writers on the state, nation and world.
- Analyze the ways Mississippians have adapted to change and continue to address cultural issues unique to the state (e.g., the establishment of historical and commemorative markers for civil rights movement and Confederate icons).
- Analyze the impact of religious traditions upon the daily lives of Mississippians from the era of European exploration to the present.

**U.S. History:** Understand how the civil rights movement achieved social and political change in the United States and the impact of the civil rights struggle of African Americans on other groups (including but not limited to feminists, Native Americans, Hispanics, immigrant groups and individuals with disabilities):

- Analyze the issues that gave rise to the civil rights movement from post-Reconstruction to the modern movement.
- Trace the major events of the modern movement and compare and contrast the strategies and tactics for social change used by leading individuals/groups.
- Analyze the response of federal and state governments to the goals (including but not limited to ending *de jure* and *de facto* segregation and economic inequality) of the civil rights movement.
- Evaluate the impact of the civil rights movement in expanding democracy in the United States.
- Compare and contrast the goals and objectives of other minority and immigrant groups to those of the civil rights movement led predominantly by African-Americans.
- Cite and analyze evidence of the political, economic and social changes in the United States that expanded democracy for other minority and immigrant groups.

**U.S. Government:** In this one-semester course, students are expected to understand the role that governments play in the protection, expansion and hindrance of civil/human rights of citizens:

- Explain Supreme Court rulings that have resulted in controversies over changing interpretations of civil rights, including those in *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Peña* and *United States v. Virginia* (VMI).

Mississippi's framework also sets standards for a one-semester Minority Studies elective course that includes study of the civil rights movement and a one-semester African American Studies elective course that requires study of the Black Power movement. The Minority Studies framework does not substantially add to the content stipulated in the required course standards, with the exception of a benchmark that requires students to learn about the effects of racism in contemporary society, including discussion of economic policies and ongoing inequalities. The African American Studies framework does add some depth, explicitly linking the legacy of slavery and its legal protections to Jim Crow through the development of the modern civil rights movement. It also covers the desegregation of the military and encourages students to compare and contrast the major intellectual wings of the civil rights movement. This framework, like the Minority Studies framework, covers institutionalized racism and its persistence in current events.

### SUPPORTING RESOURCES

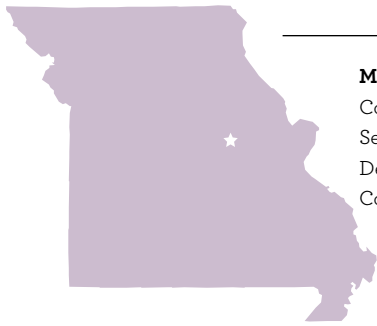
In addition to the frameworks, Mississippi's Department of Education provides an online slide show specific to civil rights education ([www.mde.k12.ms.us/docs/curriculum-and-instructions-library/social-studies-updates-power-point.ppt?sfvrsn=4](http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/social-studies-updates-power-point.ppt?sfvrsn=4)). It explains the legislative mandate in Mississippi for education about civil rights and points teachers to a selection of websites (most centered on Mississippi) for further investigation.

### EVALUATION

Mississippi's recent integration of civil rights instruction throughout grades is a promising start, but continues to fall short when it comes to specifying required content. The state does include a number of leaders in its suggested content, but the events list falls short, relying on Mississippi-centered content. The standards do an excellent job of sequencing content across grades, however, as well as linking the civil rights movement to current events. Among the national standards, they are exceptional at explicit links to citizenship and civics. Overall, more work should be done to set appropriate and high expectations in a state whose progress in education has repeatedly attracted national attention.

The state's supporting materials do not contain lesson plans or much in the way of suggested resources for teachers. As Mississippi's Civil Rights Education Commission prepares to further its important work, it should continue adding to the state's frameworks with directed supplementary resources.

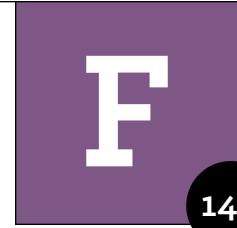
As Mississippi refines its new standards, it should include more directed requirements to learn about the obstacles to the civil rights movement as well as internal debates about its tactics. Anything less than an approach that meets these objectives simply risks providing students with an inappropriate, one-dimensional picture of one of American history's most important events. ●

**MAJOR DOCUMENTS (60%) 1/16**

Content	0
Sequence	1
Depth	0
Connections	0

**SUPPORTING RESOURCES (40%) 3/12**

Comprehensive	1
Promote Historical Thinking	1
Access and Presentation	1



# MISSOURI

## THE MAJOR DOCUMENTS

The civil rights movement is not mentioned in Missouri's *Social Studies Grade and Course-Level Expectations* (2008).

## ELEMENTARY AND MIDDLE SCHOOL

No civil rights content is required.

## HIGH SCHOOL

**U.S. History:** Students are required to “Analyze the evolution of American democracy, its ideas, institutions and political processes from colonial days to the present, including...Civil War and Reconstruction, struggle for civil rights, expanding role of government.”

This same item, with the addition of the American Revolution, appears in the requirements for the U.S. Government course. The civil rights movement is not mentioned in Missouri's *Course-Level Expectations*, although the *Brown* decision is mentioned in a list of required influential Supreme Court decisions.

## SUPPORTING RESOURCES

The Missouri Department of Education's Missouri Heritage Project includes some suggested content and resources for teaching about the civil rights movement ([dese.mo.gov/moheritage/Unit17WeShallOvercome.htm](http://dese.mo.gov/moheritage/Unit17WeShallOvercome.htm)). This website lists possible research topics and links to eight lesson plans, most from Missouri-based SuccessLink. While the lessons are good, they lack the breadth necessary for a full treatment of the nuanced aspects of the civil rights movement. The resource page is not easy to locate.

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	0%	
Groups	0%	
Events	8%	<i>Brown v. Board of Education</i>
History	0%	
Opposition	0%	
Tactics	0%	
<b>Content</b>	<b>0%</b>	

## EVALUATION

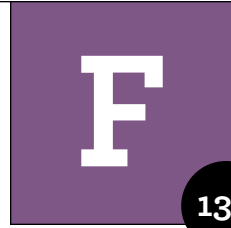
Missouri's standards essentially require students to know nothing about the civil rights movement. The vague requirement to learn about the “struggle for civil rights” is not a substitute for serious instructional leadership. This is especially negligent given Missouri's own rich civil rights history—from sit-ins in Kansas City to boycotts and protests in St. Louis, Missouri, citizens have a variety of role models to learn from in their own state. Unfortunately, by omitting the civil rights movement, the state has lost the opportunity to spotlight local or national figures, groups, events and tactics. The state could make up for this gap by developing rich resources for teachers and students, but has not yet taken this opportunity. ●

**MAJOR DOCUMENTS (60%) 0/16**

Content	0
Sequence	0
Depth	0
Connections	0

**SUPPORTING RESOURCES (40%) 4/12**

Comprehensive	0
Promote Historical Thinking	1
Access and Presentation	3



# MONTANA

## MAJOR DOCUMENTS

The *Montana Standards for Social Studies* does not mention the civil rights movement itself. Rosa Parks is named as an example in a fourth-grade benchmark for Social Studies Content Standard 6. That standard requires students to “demonstrate an understanding of the impact of human interaction and cultural diversity on societies; Parks is included in benchmark 5: identify examples of individual struggles and their influence and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks). Montana reports that it will soon revise its state social studies standards.

## SUPPORTING RESOURCES

A few curricular documents mentioning the civil rights movement are available from the website of Montana’s Office of Public Instruction. One is a model secondary-level language arts teaching unit designed to support the teachers using Zitkala-Ša’s *American Indian Stories*. This unit encourages teachers to make an important connection between the African-American civil rights movement and the American Indian freedom struggles:

*Think about what we know or teach about the slave trade, system of slavery in the U.S., system of prejudice and discrimination before the civil rights movement in the South that helps us understand books like Roll of Thunder, Hear My Cry by Mildred Walker. This is a common text for middle-school students. Since our students have learned much about the slave trade, and slavery in America, they better understand novels that require previous knowledge and understanding. Too many of our children have little understanding of accurate American Indian history and authentic cultural experience that informs contemporary literatures written by American Indians. How does a study of Roll of Thunder, Hear My Cry compare or contrast with the particular history of American Indian peoples and how that history informs their literature?*

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	13%	Rosa Parks
Groups	0%	
Events	0%	
History	0%	
Opposition	0%	
Tactics	0%	
<b>Content</b>	<b>2%</b>	

There are no additional documents supporting instruction about the civil rights movement available on the Office of Public Instruction’s website.

## EVALUATION

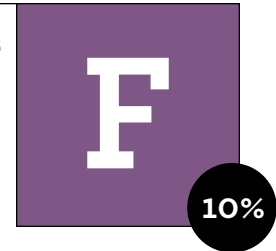
Montana does not suggest that students learn about the civil rights movement beyond inclusion of Rosa Parks in a list of significant figures. This represents a failure of leadership by the state of Montana and a missed opportunity to set high expectations for learning about one of American history’s most important events. To be fair, the inadequacy of the state’s civil rights movement requirements is matched by absence of required content overall. Montana’s emerging body of supporting materials does show some promise in linking the civil rights movement to struggles for American Indian civil rights and sovereignty. These documents, while easy to access and well presented, discuss the civil rights movement only in passing. ●

**MAJOR DOCUMENTS (60%) 1/16**

Content	0
Sequence	1
Depth	0
Connections	0

**SUPPORTING RESOURCES (40%) 2/12**

Comprehensive	0
Promote Historical Thinking	1
Access and Presentation	1



# NEBRASKA

## THE MAJOR DOCUMENTS

Nebraska approved its new *Social Studies Standards* in December 2012.

### ELEMENTARY AND MIDDLE SCHOOL

Students in the first, second, third and eighth grades learn about Martin Luther King Jr. as part of the study of patriotic holidays.

### HIGH SCHOOL

High school students “[a]nalyze the significance and benefits of” holidays including Martin Luther King Jr. Day. In high school, the civil rights era is included in a list of major events in U.S. history as part of a standard that requires students to “analyze how major past and current U.S. events are chronologically connected, and evaluate their impact(s) upon one another.” A later standard asks students to “[a]nalyze and evaluate the impact of people, events, ideas and symbols, including various cultures and ethnic groups, on history in the United States.” The list that follows includes such diverse items as jazz, the Holocaust and Steve Jobs, as well as Martin Luther King Jr., Malcolm X, the civil rights era, NAACP, AIM and César Chávez.

There is one other mention of the civil rights movement in the *Standards*, when students are expected to “[c]ompare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Equal Rights Amendment, Martin Luther King Jr.’s “I Have a Dream” speech, Franklin Delano Roosevelt’s declaration of war speech, the Pentagon Papers).”

### SUPPORTING RESOURCES

Currently, Nebraska is sharing social studies resources online from a wiki platform ([socialstudiesne.wikispaces.com](http://socialstudiesne.wikispaces.com)). Although the resources here do not focus on the civil rights movement, they do contain a number of links to sites where movement-related content can be found.

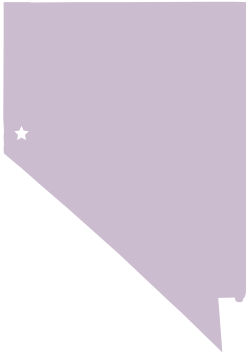
ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
<b>Leaders</b>	13%	Martin Luther King Jr., Malcolm X
<b>Groups</b>	0%	
<b>Events</b>	8%	<i>Brown v. Board of Education</i>
<b>History</b>	0%	
<b>Opposition</b>	0%	
<b>Tactics</b>	0%	
<b>Content</b>	<b>4%</b>	

The resources give heavy emphasis to the use of original historical documents, including a slideshow focusing on the challenge of finding quality documents and accompanying lessons.

### EVALUATION

Nebraska’s *Standards* discusses neither resistance to the civil rights movement or its tactics for overcoming resistance. Suggested content omits key legislative milestones, such as the 1964 Civil Rights Act and the 1965 Voting Rights Act. While the standards place the civil rights movement in the arc of American history, even this coverage is shallow, omitting important details that would help teachers and students fulfill the requirement. The *Standards* does single out original historical documents for analysis, but even there the approach is puzzling—the Equal Rights Amendment and the Pentagon Papers do not represent “multiple perspectives of the same event.”

These standards represent a missed opportunity to set high expectations for learning about one of American history’s most important events. To be fair, the inadequacy of the state’s civil rights movement requirements is matched by the thinness of the standards overall. ●



# NEVADA

## THE MAJOR DOCUMENTS

Nevada’s *Social Studies Content Standards* includes minimal coverage of the civil rights movement. Minority rights movements are mentioned in a benchmark under the broad heading of “Social Responsibility & Change.” That standard calls for students to “understand how social ideas and individual action lead to social, political, economic, and technological change.”

### ELEMENTARY AND MIDDLE SCHOOL

Nevada requires no civil rights content at this level.

### HIGH SCHOOL

**Grades 9-12:** Under the category heading “Civil Rights & the 1960’s” are the following two benchmarks:

- Explain how the social and economic opportunities of the post-World War II era contributed to social responsibility and change.
- Identify and describe the major issues, events and people of minority rights movements, i.e., Civil Rights Act of 1964, Black Power movement, United Farm Workers, American Indian Movement, Viva La Raza and women’s rights movement.

There are no other mentions of the civil rights movement.

### SUPPORTING RESOURCES

The Nevada Department of Education’s website contains no documents to assist in teaching the civil rights movement. Although some content-specific resources are available online, including Indian education resources and lesson plans, the site includes no sample lesson or unit plans supporting the civil rights movement.

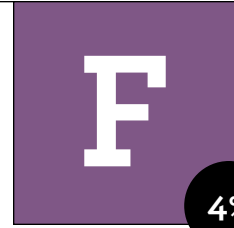
However, DOE officials report that Nevada’s social studies teachers have a wide variety of programs available to them in this area. In the past several years, the Nevada Bar Association has focused Law Day curriculum on local civil rights cases. The Special Collections Library at the University of Nevada, Reno, had a special exhibit on civil rights in Nevada, including

#### MAJOR DOCUMENTS (60%) 1/16

Content	0
Sequence	0
Depth	0
Connections	1

#### SUPPORTING RESOURCES (40%) 0/12

Comprehensive	0
Promote Historical Thinking	0
Access and Presentation	0



ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	0%	
Groups	0%	
Events	8%	1964 Civil Rights Act
History	0%	
Opposition	0%	
Tactics	14%	Black Power
<b>Content</b>	<b>5%</b>	

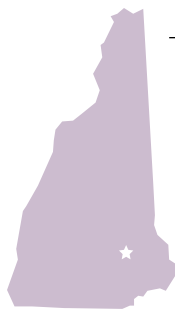
primary-source documents and guides for classroom teachers. The Governor’s Council for Education Relating to the Holocaust also presents a workshop each year for teachers and most years there is at least one breakout session about how lessons from the Holocaust can be used to teach about civil rights in the modern era. The Teaching American History Grant for Northern Nevada has also focused several of its workshops on civil rights and the Constitution in recent years and continues to use civil rights as a lens to teach about many modern era social studies lessons.

### EVALUATION

Nevada seems to have taken the most general approach possible to requiring study of the civil rights movement. It offers no direction to teachers by specifying any content other than Black Power and the Civil Rights Act of 1964. Further, it entirely omits the history, complexity, resistance to, tactics and trajectory of the civil rights movement.

These standards represent a missed opportunity to set high expectations for learning about one of American history’s most important events. To be fair, the inadequacy of the state’s civil rights movement requirements is matched by the minimalism of the state’s social studies standards overall.

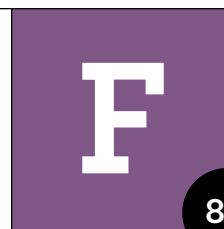
Although many groups in Nevada have engaged teachers with a number of initiatives and workshops relating to the civil rights movement, these are not Department of Education initiatives and therefore were not scored as part of the state’s supporting materials. ●

**MAJOR DOCUMENTS (60%) 2/16**

Content	0
Sequence	2
Depth	0
Connections	0

**SUPPORTING RESOURCES (40%) 0/12**

Comprehensive	0
Promote Historical Thinking	0
Access and Presentation	0



# NEW HAMPSHIRE

## THE MAJOR DOCUMENTS

The *K-12 Social Studies New Hampshire Curriculum Framework* was last revised in June 2006.

## ELEMENTARY AND MIDDLE SCHOOL

**Grades 3-4:** Students are asked to “[e]xplore how individuals’ ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.’s belief in nonviolence or John Stark’s statement “Live Free or Die.”

### Grades 7-8:

- Describe ways in which particular events and documents contributed to the evolution of American government, e.g., states’ rights, universal suffrage, or civil rights.
- Examine how suffrage expanded to various groups of citizens, e.g., women African Americans.
- Analyze the tension between states’ rights and national authority, e.g., the nullification crisis of 1832 or school integration of the 1960s.

## HIGH SCHOOL

In high school, the following requirements are related to the civil rights movement:

- Evaluate how individual rights have been extended in the United States, e.g., Truman’s integration of the Armed Services or the *Miranda* decision.
- Examine the impact of sectionalism on national crises and United States government policies, e.g., Hartford Convention or *Brown v. Board of Education*.

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	13%	Martin Luther King Jr.
Groups	0%	
Events	8%	<i>Brown v. Board of Education</i>
History	14%	Armed forces desegregation
Opposition	0%	
Tactics	14%	Nonviolence
<b>Content</b>	<b>8%</b>	

## SUPPORTING RESOURCES

New Hampshire does not offer readily accessible materials to support teaching and learning about the civil rights movement.

## EVALUATION

New Hampshire’s coverage of the civil rights movement is cursory at best. The standards portray one of American history’s most important eras as a monolithic entity without detail, resistance or nuance. The state does not make up for this lack with supporting resources. New Hampshire has missed the opportunity to set high expectations for learning about one of American history’s most important events. ●

**MAJOR DOCUMENTS (60%) 3/16**

Content	0
Sequence	2
Depth	1
Connections	0

**SUPPORTING RESOURCES (40%) 3/12**

Comprehensive	1
Promote Historical Thinking	1
Access and Presentation	1

D

21%

# NEW JERSEY

## THE MAJOR DOCUMENTS

In New Jersey, the civil rights movement falls under social studies standard 6.1, “The United States and the World.” According to the 2009 *New Jersey Core Curriculum Content Standards for Social Studies*, students in New Jersey learn about the civil rights movement beginning in primary school. The movement is given a more comprehensive treatment in high school. The state’s Social Studies Timeframe Table for the ninth through 12th grades divides U.S. history from 1585 to the present day into 16 eras, of which “Civil Rights and Social Change” is 13th.

## ELEMENTARY AND MIDDLE SCHOOL

**Grade 4:** By the end of fourth grade, students should be able to “describe how the actions of Dr. Martin Luther King Jr. and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.”

## HIGH SCHOOL

**Grade 12:** By the end of 12th grade, students should have met the following benchmarks:

- Analyze the effectiveness of national legislation, policies and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, *Brown v. Board of Education* and *Roe v. Wade*) in promoting civil liberties and equal opportunities. Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit-downs, etc.) as weapons in the struggle for civil and human rights.
- Determine the impetus for the civil rights movement and explain why national governmental actions were needed to ensure civil rights for African Americans.
- Compare and contrast the leadership and ideology of Martin Luther King Jr., and Malcolm X during the civil rights movement and evaluate their legacies.

## SUPPORTING RESOURCES

New Jersey’s Department of Education has developed

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
<b>Leaders</b>	25%	Martin Luther King Jr., Malcolm X
<b>Groups</b>	0%	
<b>Events</b>	33%	1964 Civil Rights Act, 1965 Voting Rights Act, <i>Brown v. Board of Education</i> , Montgomery Bus Boycott
<b>History</b>	0%	
<b>Opposition</b>	0%	
<b>Tactics</b>	29%	Sit-ins, tactics
<b>Content</b>	<b>17%</b>	

model curricula for social studies. At the time of publication, only limited resources related to this project were available online. The Student Learning Objectives for several units are available, giving a window into the unit contents. The unit titled “Civil Rights and Social Change (1945 to Early 1970s)” includes a number of detailed student-level outcomes that encourage students to examine conflicts within the movement, make connections to other movements, use original historical documents and make connections to local history.

## EVALUATION

While it recognizes the importance of the civil rights movement, New Jersey gives it inadequate treatment in the standards. The standards require students to learn about Martin Luther King Jr. and Malcolm X, but not Rosa Parks or instrumental movement groups like CORE, SCLC and SNCC. Students are not encouraged to explore the debates about tactics within the movement. Requiring students to learn about Malcolm X does not mean that they will examine the relative merits of Black Power and nonviolent resistance.

The state’s list of required events is weak. Omission of obstacles to the civil rights movement, including the means of oppression and disenfranchisement, risks presenting students with a view that lacks context. This view is unlikely to allow students to better understand current events and improve their civic engagement. Supporting materials do little to fill this gap; they reach beyond the material required in the standards, but do not support that content with lesson plans, detailed guidance to teachers or original historical documents. ●



**MAJOR DOCUMENTS (60%) 7/16**

Content	1
Sequence	3
Depth	2
Connections	1

**SUPPORTING RESOURCES (40%) 0/12**

Comprehensive	0
Promote Historical Thinking	0
Access and Presentation	0

D

26%

# NEW MEXICO

## THE MAJOR DOCUMENTS

The New Mexico *Content Standards with Benchmarks and Performance Standards* (2009) includes mention of the civil rights movement in elementary school and high school.

## ELEMENTARY AND MIDDLE SCHOOL

**Grades K-4:** In addition to a mention of Martin Luther King Jr. as a “United States historical event and symbol,” students are expected to “describe the cultural diversity of individuals and groups and their contributions to United States history (e.g., George Washington, Ben Franklin, César Chávez, Rosa Parks, NAACP, tribal leaders, American Indian Movement).”

## HIGH SCHOOL

**U.S. History:** The civil rights movement is included under the broad benchmark requiring students to “analyze and evaluate the impact of major eras, events and individuals in United States history since the Civil War and Reconstruction.” The specific performance standard, “Analyze the development of voting and civil rights for all groups in the United States following Reconstruction,” includes:

- Intent and impact of the 13th, 14th and 15th Amendments to the Constitution.
- Segregation as enforced by Jim Crow laws following Reconstruction.
- Key court cases (e.g., *Plessy v. Ferguson*, *Brown v. Board of Education* and *Roe v. Wade*).
- Roles and methods of civil rights advocates (e.g., Martin Luther King Jr., Malcolm X, Rosa Parks, Russell Means and César Chávez).
- The passage and effect of the voting rights legislation on minorities (e.g., 19th Amendment, role of Arizona supreme court decision on Native Americans and their disenfranchisement under Arizona constitution and subsequent changes made in other state constitutions regarding Native American voting rights—such as New

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	38%	Martin Luther King Jr., Rosa Parks, Malcolm X
Groups	0%	
Events	33%	24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, <i>Brown v. Board of Education</i>
History	14%	Jim Crow
Opposition	0%	
Tactics	29%	Black Power, tactics
<b>Content</b>	<b>21%</b>	

Mexico, 1962, 1964 Civil Rights Act, Voting Act of 1965, 24th Amendment).

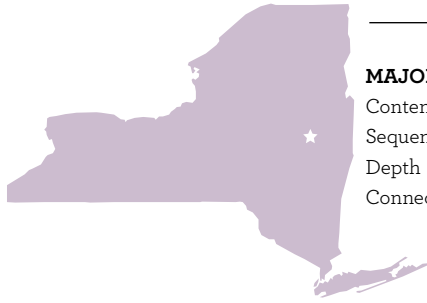
- Impact and reaction to the efforts to pass the Equal Rights Amendment.
- Rise of Black Power, Brown Power, American Indian Movement and United Farm Workers.

## SUPPORTING RESOURCES

A few supplemental documents on the New Mexico Public Education Department’s website mention the civil rights movement. One is a civil rights timeline activity, presumably for younger students, that (among other tasks) asks students to identify whether Martin Luther King Jr. was a leader of the civil rights movement, a president or an astronaut. It also asks students to say whether the goal of the civil rights movement was to make Americans equal, angry or rich.

## EVALUATION

By failing to require key content and thereby giving solid direction to teachers, New Mexico’s standards do not adequately cover the civil rights movement. Even the content supplied as suggestions falls well short of a comprehensive picture of one of American history’s most important events. The state’s standards do not provide the kind of rich historical context and study of opposition to the movement that students need to master understanding of the movement, apply it to knowledge of current events and enrich their own civic potential. ●



**MAJOR DOCUMENTS (60%) 12/16**

Content	3
Sequence	4
Depth	2
Connections	3

**SUPPORTING RESOURCES (40%) 6/12**

Comprehensive	2
Promote Historical Thinking	2
Access and Presentation	2

B

65%

# NEW YORK

## THE MAJOR DOCUMENTS

The New York State Department of Education, under the leadership of the Board of Regents, has adopted the Common Core State Standards for English Language Arts and Literacy in History/Social Studies ([www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/p12-common\\_core\\_learning\\_standards\\_ela.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12-common_core_learning_standards_ela.pdf)). These do not substantially change the civil rights standards from this report’s last evaluation.

New York’s *Learning Standards for Social Studies* contains four sample tasks related to the civil rights movement. Text elaborating upon social studies standard 1 (History of the United States and New York) mentions the civil rights movement: “Based on a study of key events in United States history, such as the American Revolution, the Civil War, the women’s suffrage movement, and the civil rights movement, discuss how at least two core civic ideas, such as individual rights and the consent of the governed, have been forces for national unity in this diverse society.”

One sample task for standard 1 asks students to “read Dr. Martin Luther King’s ‘Letter from Birmingham Jail’ and discuss how this letter expresses the basic ideas, values, and beliefs found in the United States Constitution and Bill of Rights.”

Another sample task asks students to investigate “Rosa Parks’ decision to challenge the Jim Crow laws in Alabama in 1955.” A final sample task suggests that students “investigate how Americans have reconciled the inherent tensions and conflicts over minority versus majority rights by researching the abolitionist and reform movements of the nineteenth century, the civil rights and women’s rights movements of the twentieth century, or the social protest movements of the 1960s and 1970s.” Because the core curriculum links required content with suggested connections and activities, it is considered as a supporting resource as well as a major document for the purpose of this study.

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
<b>Leaders</b>	75%	Martin Luther King Jr., Rosa Parks, Jackie Robinson, Malcolm X, Medgar Evers, James Meredith
<b>Groups</b>	100%	CORE, SCLC, SNCC
<b>Events</b>	75%	24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, <i>Brown</i> , Montgomery Bus Boycott, Freedom Rides, Little Rock, March on Washington
<b>History</b>	14%	Poll taxes
<b>Opposition</b>	0%	
<b>Tactics</b>	57%	Tactics
<b>Content</b>	<b>63%</b>	

## ELEMENTARY AND MIDDLE SCHOOL

**Grade 5:** Martin Luther King Jr. is included in a list of holidays students should understand for effective citizenship.

**Grades 7-8:** Unit 11 (“The changing nature of the American people from World War II to the present”) in the middle school social studies core curriculum deals directly with the civil rights movement. The relevant parts of the content outline are excerpted in Table 11 along with their associated “Connections.” The civil rights movement content here is linked to the “Civic Values” theme in the curriculum.

## HIGH SCHOOL

For high school, the Core Curriculum continues its Content/Connections layout. The high school curriculum begins with a lengthy list of Supreme Court cases students should understand. Among those are several civil rights cases, including *Brown*.

**U.S. History:** While the high school Core Curriculum mentions “Truman and civil rights” in the content column of Unit Six (“The United States in an Age of Global Crisis”), it does not directly require students to learn about desegregation of the armed forces.

TABLE 11

CONTENT	CONNECTIONS
<p><b>C. Civil rights movement placed focus on equality and democracy</b></p> <ol style="list-style-type: none"> <li>1. Important executive and judicial decisions supported equal rights</li> <li>2. <i>Brown v. Board of Education of Topeka</i> (1954) overturned legal basis of segregation</li> <li>3. Activists and leaders such as Dr. Martin Luther King Jr. developed strategies to secure civil rights for African-Americans</li> <li>4. Women, Native American Indians, and others also sought greater equality</li> <li>5. Supreme Court moved to protect individual rights: <i>Miranda v. Arizona</i> (1966), <i>Tinker v. Des Moines Independent School District</i> (1969)</li> </ol> <p><b>D. Self-confidence of early postwar years eroded by series of events</b></p> <ol style="list-style-type: none"> <li>1. Assassinations of major leaders: Kennedy, King</li> <li>2. Nation split over involvement in Vietnam War</li> <li>3. Groups in society turn to violence to reach their goals</li> <li>4. Resignation of President Nixon</li> <li>5. Oil crisis and skyrocketing inflation</li> </ol>	<ul style="list-style-type: none"> <li>• Analyze the conflict between federal and state law concerning the issue of school desegregation, using primary source documents.</li> <li>• What method did minority groups use in their attempts to gain equal rights?</li> <li>• Create a poster indicating the significant people and events in the struggle for equal rights of a particular minority group.</li> <li>• Suggested documents: Dr. Martin Luther King Jr.'s address at the Lincoln Memorial (1963); Kennedy's inaugural speech; song, "We Shall Overcome"</li> </ul>

More extensive coverage is found in Unit Seven ("World in Uncertain Times: 1950-Present"). The relevant parts of the content outline are excerpted in Table 12 along with their associated "Connections."

### SUPPORTING RESOURCES

New York publishes the *Social Studies Instructional Strategies and Resources* for prekindergarten through sixth grade. This document ([p12.nysed.gov/ciai/socst/ssresources.html](http://p12.nysed.gov/ciai/socst/ssresources.html)) identifies selected strategies to support implementation of the core curriculum. Several lessons are related to teaching the civil rights movement. In first grade, the *Resources* recommends that teachers learn about Ruby Bridges and Martin Luther King Jr. to discuss the ideas of roles, responsibilities and rights. This lesson makes a direct connection to students' lives and their roles as citizens in the classroom and beyond. The fourth-grade *Resources* include Martin Luther King Jr. as a person who "helped extend our freedoms" and propose research into his biography.

For civics education, New York has online resources linking specific lessons in the *Project Citizen* and *We The People* programs to social studies content standards ([p12.nysed.gov/ciai/civics/resources.html](http://p12.nysed.gov/ciai/civics/resources.html)). Many states simply provide links to these outside providers; New York's approach is far superior in that it curates the available lessons and provides teachers with specific guidance when approaching outside sites. Many linked lessons are directly relevant to the civics implications of the civil rights movement.

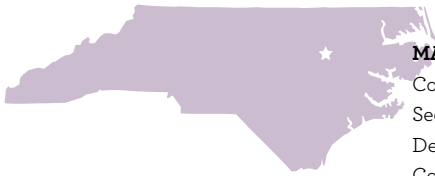
### EVALUATION

With some modifications, New York's social studies content standards and core curriculum could be models for the rest of the country. The state paints a detailed picture of the civil rights movement, covering major leaders, groups and events fairly comprehensively. Unfortunately, New York leaves out much of the opposition to the movement, covering none of our rubric's recommended content. This has the effect of making the movement seem inevitable while hurting students' ability to make sense of continuing racism and civil rights struggles. Overall, these are among the top standards in the country—a few changes would dramatically diminish their excessive periodization, deepen the narrative and lift the state's grade dramatically.

The state's supporting resources do not reach very far to curate and collect lesson plans and resources specific to teaching the civil rights movement. Additional materials, like the state's outstanding curriculum on the Great Irish Famine ([p12.nysed.gov/ciai/gt/gif/home.html](http://p12.nysed.gov/ciai/gt/gif/home.html)) would do even more to help teachers and students understand the civil rights movement. ●

TABLE 12

CONTENT	CONNECTIONS
<p><b>II. CONTAINMENT AND CONSENSUS: 1945-1960</b></p> <p><b>C. Domestic Policies</b></p> <p><b>2. Civil rights</b></p> <ol style="list-style-type: none"> <li>a. Jackie Robinson breaks the color barrier</li> <li>b. <i>Brown v. Board of Education of Topeka, 1954</i></li> <li>c. Beginnings of modern civil rights movement               <ol style="list-style-type: none"> <li>(1) Rosa Parks and the Montgomery Bus Boycott</li> <li>(2) Little Rock: school desegregation</li> <li>(3) Segregation in public transportation ruled unconstitutional</li> <li>(4) Sit-ins: nonviolent tactic</li> <li>(5) Civil Rights Act of 1957</li> </ol> </li> </ol> <p><b>III. DECADE OF CHANGE: 1960s</b></p> <p><b>A. The Kennedy Years</b></p> <p><b>1. The New Frontier: dreams and promises</b></p> <ol style="list-style-type: none"> <li>a. Civil rights actions           <ol style="list-style-type: none"> <li>(1) James Meredith at the University of Mississippi</li> <li>(2) Public career of Dr. Martin Luther King, Jr., Birmingham protest (“Letter from Birmingham Jail”)</li> <li>(3) Assassination of Medgar Evers</li> <li>(4) March on Washington</li> </ol> </li> </ol> <p><b>B. Johnson and the Great Society</b></p> <p><b>3. Continued demands for equality: civil rights movement</b></p> <ol style="list-style-type: none"> <li>a. Black protest, pride, and power           <ol style="list-style-type: none"> <li>(1) NAACP (National Association for the Advancement of Colored People): legal judicial leadership, Urban League</li> </ol> </li> <li>b. Case studies           <ol style="list-style-type: none"> <li>(1) SNCC (Student Nonviolent Coordinating Committee): sit-in movement among college students</li> <li>(2) SCLC (Southern Christian Leadership Conference): promote nonviolent resistance, sit-ins, boycotts</li> <li>(3) CORE (Congress of Racial Equality): “Freedom Riders”</li> <li>(4) Testing of segregation laws</li> <li>(5) Others: Black Muslims; prominence of Malcolm X: advocating separation of races, separate state in the United States</li> <li>(6) Civil unrest: Watts riot, 1965, as example; Kerner Commission</li> <li>(7) Assassination of Malcolm X (February 1965)</li> </ol> </li> <li>c. Legislative impact           <ol style="list-style-type: none"> <li>(1) Civil Rights Act of 1964 (<i>Heart of Atlanta Motel, Inc. v. United States, 1964</i>), modifications since 1964</li> <li>(2) 24th Amendment (eliminating poll tax)</li> <li>(3) Voting Rights Act, 1965</li> <li>(4) Court decisions since 1948 upholding or modifying preferential treatment in employment; equal access to housing; travel and accommodations; voting rights; educational equity</li> <li>(5) Fair Housing Act, 1968</li> </ol> </li> </ol>	<p>Students should understand that in spite of the victory of the forces of integration in the <i>Brown v. Board of Education of Topeka</i> decision, there was much resistance to a broader application of the principle of integration. Students should study various specific events in the civil rights movement from 1955 to 1965.</p> <ul style="list-style-type: none"> <li>• Students should understand that the 1960s witnessed protest movements of peoples of diverse backgrounds (African-Americans, women, Hispanic-Americans, Native American Indians).</li> <li>• Compare and contrast the civil rights movement after 1965 with the earlier phase (1955-1965) in terms of (1) goals, (2) leadership, (3) strategies, and (4) achievements.</li> <li>• To what extent did the civil rights movement influence the demands for equality on the part of Hispanic-Americans and Native American Indians? How successful were their efforts?</li> </ul>



<b>MAJOR DOCUMENTS (60%) 11/16</b>	
Content	2
Sequence	4
Depth	2
Connections	3

<b>SUPPORTING RESOURCES (40%) 10/12</b>	
Comprehensive	3
Promote Historical Thinking	4
Access and Presentation	3

B

75%

# NORTH CAROLINA

## THE MAJOR DOCUMENTS

North Carolina implemented new standards during the 2012-2013 school year. The new *K-12 Social Studies Essential Standards* is conceptual in nature. The state has created multiple support documents to help teachers understand and implement the new standards. Most important is the *K-12 Social Studies Unpacking Document* ([ncpublicschools.org/acre/standards/support-tools/#unsocial](http://ncpublicschools.org/acre/standards/support-tools/#unsocial)), which provides examples of essential understandings or “big ideas” that students should acquire. It includes examples of the type of factual content and specific topics that help students to understand the big ideas in the *Standards*. Because of its special nature, the *Unpacking Document* is assessed both as a major document and as a supporting resource for the purposes of this study, as in selected other states.

## ELEMENTARY AND MIDDLE SCHOOL

Five of the 28 clarifying objectives for the eighth-grade course North Carolina and the United States: Creation and Development of the State and Nation encourage teaching of the civil rights movement. Table 13 on the following page identifies the standards and objectives

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
<b>Leaders</b>	50%	Septima Clark, Ella Baker, Daisy Bates, James Meredith
<b>Groups</b>	33%	CORE
<b>Events</b>	67%	1964 Civil Rights Act, 1965 Voting Rights Act, 1968 Civil Rights Act, Birmingham, <i>Brown</i> , Montgomery Bus Boycott, Freedom Rides
<b>History</b>	14%	Armed forces desegregation
<b>Opposition</b>	25%	White resistance
<b>Tactics</b>	29%	Sit-ins, tactics
<b>Content</b>	<b>40%</b>	

addressing the civil rights movement and their accompanying objectives from the *Unpacking Document*. One interesting feature of the new *Unpacking Document* is that it includes hyperlinks to selected materials for examples. This innovative approach is reproduced in a time where lesson planning is likely to include online aspects, these links direct teachers easily to relevant content while staying within the standards’ recommended content.

TABLE 13

Course	Standards/Objectives Addressing the Civil Rights Movement.	Examples provided in the Unpacking Document for the eighth-grade course North Carolina and the United States: Creation and Development of the State and Nation.
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.	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Examples of leadership and citizen action in North Carolina as compared the United States (e.g., the Greensboro Four as compared to the national leaders of CORE).</li> </ul>
North Carolina and the United States	8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• (For example: Presidential debates, the debates over slavery, the debates in the North Carolina General Assembly and the United States Congress regarding the budget and immigration laws, economic debates over the benefits of New Deal programs, cultural debates over fashion changes in various years (1920’s/1950’s) or civil rights debates over the Greensboro sit-ins.</li> </ul>
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, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, Civil Rights Movement, Anti-War protests, Watergate, etc.).	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How groups were motivated to and have affected change in the North Carolina and the United States.</li> <li>• For example: The Regulators, Abolitionists, Greensboro Four, the women of the Edenton Tea Party.</li> </ul>
North Carolina and the United States	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).	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Examples of specific events where a variety of approaches to citizen action are present and their correlating outcomes.</li> </ul>
North Carolina and the United States	8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The ways in which various human and civil rights issues have impacted North Carolina, the United States and the world.</li> <li>• Various human and civil rights issues that continue to impact North Carolina and the United States (e.g., equal access to a sound education, issues of equity and fairness in the workplace, equality of living conditions).</li> </ul>

The American History II course examines the United States from the late 19th century through the early 21st century. The essential standards of American History Course II will trace the change in the ethnic composition

of American society; the role of the United States as a major world power and the movement toward equal rights for racial minorities and women. Table 14 outlines standards that have been excerpted from the *Unpacking Document* for the American History II course.

TABLE 14

Course	Standards/Objectives Addressing the Civil Rights Movement.	Examples provided in the <i>Unpacking Document</i> for American History II.
American History II	AH2.H.2.1 Analyze key political, economic, and social turning points since the end of Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).	Revisions pending to include mention of civil rights movement examples.
	AH2.H.2.2 Evaluate key turning points since the end of Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).	Revisions pending to include mention of civil rights movement examples.
	AH2.H.4.1 Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, Civil Rights Movement, Anti-War protests, Watergate, etc.).	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How executive, legislative and judicial decisions of the federal government impacted the direction and outcome of the African-American civil rights movement (e.g. <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, Executive Order 9981, the Civil Rights Act of 1964, the Voting Rights Act of 1965 and the Civil Rights Act of 1968).</li> </ul>
	AH2.H.4.3 Analyze the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results (e.g., Prohibition, Social Darwinism, Eugenics, civil rights, anti-war protest, etc.).	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How women and young people influenced the direction and outcome of specific events within the African-American civil rights movement of the 20th Century (e.g., Septima Clark, Ella Baker, Daisy Bates, Little Rock 9, children of Birmingham and the Greensboro Four).</li> <li>• How and to what extent various civil rights events and movements successfully tested segregation and gained greater equality for different groups of Americans (e.g., the Greensboro Sit-Ins, the Montgomery Bus Boycott, and Freedom Rides).</li> <li>• How the African-American civil rights movement influenced the development of other civil rights movements during the 20th Century (e.g., feminist movement, Chicano movement and American Indian Movement).</li> </ul>

TABLE 14 CONTINUED

Course	Standards/Objectives Addressing the Civil Rights Movement.	Examples provided in the <i>Unpacking Document</i> for American History II.
American History II	AH2.H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., “separate but equal,” Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How the United States Supreme Court’s interpretation of the 14th Amendment in <i>Plessy v. Ferguson</i> impacted African Americans and the United States during the 20th Century.</li> <li>• How the rulings of the United States Supreme Court under Chief Justice Earl Warren altered the traditional legal position on racial equality and the rights of the criminally accused.</li> <li>• How and why the African American civil rights movement developed over the 20th Century and how it impacted the onset of other civil rights movements as well as American political and economic systems.</li> </ul>
	AH2.H.5.2 Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government since Reconstruction (e.g., New Deal, Great Society, Civil Rights, etc.).	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How federal legislation and executive decisions in support of civil rights led to state’s rights debates and conflict between the federal and state governments (e.g., “Dixiecrats”, Little Rock 9 incident and James Meredith).</li> <li>• How and why various United States Supreme Court decisions of the 19th and 20th Centuries have tested the distribution of power between the federal and state governments (e.g., <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i> and <i>Swann v. Charlotte-Mecklenburg</i>)</li> </ul>
	AH2.H.7.3 Explain the impact of wars on American society and culture since Reconstruction (e.g., relocation of Japanese Americans, American propaganda, first and second Red Scare movement, McCarthyism, baby boom, civil rights movement, protest movements, ethnic, patriotism, etc.).	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How various ethnic groups within the United States contributed to American war efforts (e.g., Tuskegee Airmen, bracero program and American Indian “code talkers”).</li> <li>• How, why and to what extent consumerism and materialism impacted American society following World War I and World War II.</li> <li>• How and to what extent United States involvement in world wars influenced the development of the 20th Century African-American civil rights movement.</li> </ul>
	AH2.H.8.3 Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction (e.g., immigrants, Flappers, Rosie the Riveter, GIs, blue collar worker, white collar worker, etc.).	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• To what extent the leaders and participants of civil rights movements successfully organized, protested and advocated for greater freedom and equality.</li> </ul>



### SUPPORTING RESOURCES

The hyperlinks embedded directly in the *Unpacking Document* lead teachers to an exceptionally rich and well-curated set of online resources for teaching the civil rights movement. They have an admirable emphasis on original historical documents, most linked to lesson plans and resources that teachers could easily adopt in their classrooms.


North Carolina has also developed key teaching resources. The first, a sample unit for teaching the civil rights movement in eighth grade ([ssnces.ncdpi.wikispaces.net/Civil+Rights+Movement+Sample+Unit](https://ssnces.ncdpi.wikispaces.net/Civil+Rights+Movement+Sample+Unit)) identifies a broad range of key concepts, leaders and events in the civil rights movement, encouraging teachers to embark on a deep exploration of its causes, consequences and conflicts. The unit includes a number of challenging essential questions. For example, it links the study of segregation to geography by encouraging students to think about the idea of *ghetto* and the importance of place to lived experience. Several essential questions challenge students to think deeply about the rights and responsibilities of citizenship as they study the movement. The unit includes rubrics, suggested assessment activities and a strong emphasis on using original historical documents.

An additional set of documents collects suggested activities for students during and after field trips to civil rights museums ([ssnces.ncdpi.wikispaces.net/Civil+Rights+Movement+Museum+Activities](https://ssnces.ncdpi.wikispaces.net/Civil+Rights+Movement+Museum+Activities)). While not all teachers will have access to similar museums, these activities could be models for other local exhibits or repurposed for “virtual” museum tours now widely available online.

North Carolina’s Department of Public Instruction has established several working partnerships to share resources with teachers to teach the movement. The DPI conducted sessions for teachers at the International Civil Rights Museum in Greensboro. These were focused on using the resources of the museum to teach the concept of civil rights and the civil rights movement. The DPI has committed to sharing lesson plans, developed by the museum, to teach about civil rights and the movement. The DPI is also working actively to share civil rights education resources developed by the North Carolina Civic Education Consortium. Finally, the DPI has established a partnership with the Bill of Rights Institute to produce an online course that will include movement-related content.

### EVALUATION

North Carolina’s standards and supporting resources do a good job of helping teachers and students to learn about the civil rights movement. The standards scored high in sequencing and connections, showing genuine interest in placing the movement in the arc of history and connecting it across grade levels and historical eras. Major and supporting documents could be improved by adding detail and depth, especially in describing the causes of the movement, the depth and nature of institutionalized racism and the scope of resistance the movement faced. The *Unpacking Document* stands out for its innovative use of well-curated hyperlinks that guide teachers to original historical documents and resources to use those documents in the classroom. ●

<p>★</p> <p><b>MAJOR DOCUMENTS (60%) 1/16</b></p> <p>Content ○</p> <p>Sequence ○</p> <p>Depth ○</p> <p>Connections 1</p>	<p><b>SUPPORTING RESOURCES (40%) 0/12</b></p> <p>Comprehensive ○</p> <p>Promote Historical Thinking ○</p> <p>Access and Presentation ○</p>	
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# NORTH DAKOTA

## THE MAJOR DOCUMENTS

The North Dakota *Content and Achievement Standards for Social Studies* (December 2007) addresses the civil rights movement briefly for high school. In addition to these content standards, the state issues the Achievement Standards (also called the *North Dakota Standards and Benchmarks Performance Standards: Social Studies*). This document, last updated in 2001, aligns standards with grade-band benchmarks and performance standards. North Dakota is scheduled to revise its social studies content standards in 2014.

## ELEMENTARY AND MIDDLE SCHOOL

North Dakota does not require study of the civil rights movement in these grade levels.

## HIGH SCHOOL

**U.S. History:** Students are expected to “Analyze the struggle for equal opportunity (e.g., civil rights movement, Martin Luther King Jr., Malcolm X, civil rights legislation and court cases, civil rights organizations, National Organization for Women, Equal Rights Amendment, American Indian Movement, César Chávez).”

## SUPPORTING RESOURCES

North Dakota’s Department of Public Instruction does not provide supporting documents online to support teaching the civil rights movement. Under the provisions of state law, the state superintendent supervises the adoption of state content standards and local school districts supervise the development and implementation of curriculum and instruction. State law authorizes regional education associations to provide technical support and foster collaboration in the development of curricular and instructional supports to meet the needs of schools and districts. Schools and regional education associations collaborate in the development of local curriculum in all subject matters, including social studies and the teaching of the civil rights movement.

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	25%	Martin Luther King Jr., Malcolm X
Groups	0%	
Events	0%	
History	0%	
Opposition	0%	
Tactics	0%	
<b>Content</b>	<b>4%</b>	

## EVALUATION

Instead of setting detailed expectations for learning about the civil rights movement, North Dakota’s standards include vague language about the “struggle for equal opportunity.” While they suggest that students learn about two major figures, they fall far short of providing even a basic picture of the movement, much less its causes and obstacles. This represents a missed opportunity to set high expectations and adequate supports for learning about one of American history’s most important events. There is hope that the 2014 revisions will adopt a more nuanced and thorough set of requirements. ●

**MAJOR DOCUMENTS (60%) 0/16**

Content	0
Sequence	0
Depth	0
Connections	0

**SUPPORTING RESOURCES (40%) 8/12**

Comprehensive	3
Promote Historical Thinking	2
Access and Presentation	3

D

27%

# OHIO

## THE MAJOR DOCUMENTS

Ohio's *New Learning Standards: K-12 Social Studies* was adopted in 2010 and revised in 2012.

## ELEMENTARY AND MIDDLE SCHOOL

The *New Learning Standards* does not require teaching about the civil rights movement at this level.

## HIGH SCHOOL

Ohio's *New Learning Standards: High School Social Studies* (2010) contains syllabi for six high school social studies courses: American History, Modern World History, American Government, Economics and Financial Literacy, Contemporary World Issues and World Geography. Each contains a course theme and broad topics that are further clarified with content statements. At best, these course syllabi barely mention the civil rights movement. One content statement in the American History course syllabus reads: "Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights."

## SUPPORTING RESOURCES

In addition to the *New Learning Standards*, Ohio has developed *Model Curricula* for each grade level. These take the standards as starting places but add content elaborations, instructional strategies, instructional resources and connections. The *Model Curricula* mention black codes and the Ku Klux Klan in Reconstruction for study in eighth grade. In high school, the American History Model Curricula mention the civil rights movement in the following ways:

- As part of content elaboration: "What if the federal government had not used deficit-spending policies during the Great Depression, Truman had not ordered atomic bombs dropped on Japan or African Americans had not protested for civil rights in the 1950s and 1960s?"

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	0%	
Groups	0%	
Events	0%	
History	0%	
Opposition	0%	
Tactics	0%	
<b>Content</b>	<b>0%</b>	

- Instructional strategies: "Display numerous artifacts or other primary sources related to a historical event (e.g., Japanese-American internment, immigration, civil rights). Give students the task of selecting and organizing a certain number of the resources to interpret. Have each student develop a thesis to explain the relationship among the selected resources, using information to support their theses."
- Content elaboration: "Racial discrimination was institutionalized with the passage of Jim Crow laws. These state laws and local ordinances included provisions to require racial segregation, prohibit miscegenation, limit ballot access and generally deprive African Americans of civil rights...[t]he rise of the Ku Klux Klan and other nativist organizations brought increased violence against African Americans."
- Content elaboration: "African-American organizations such as the National Association for the Advancement of Colored People (NAACP), the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC) and the National Urban League (NUL) struggled for equal opportunities and to end segregation. They demonstrated and sought redress in the courts to change long-standing policies and laws."

The U.S. Government Model Curricula mentions the civil rights movement in the following ways:

- Content elaboration: “Poll taxes disenfranchised the poor and were also used as Jim Crow legislation to deny the right to vote to African Americans. Amendment 24 prohibits the use of poll taxes in federal elections.
- Instructional strategies: “Have students investigate the civil rights movement of the 1950s and 1960s. Have them consider the resulting achievements and their impact on current civic life. Have students discuss how the passage of the Civil Rights Act of 1964 helped open access to more elements of American society and provide more opportunities to minorities. Have students discuss how the laws passed in the 1960s by the Congress (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965), executive acts (e.g., integration of the military, affirmative action programs) and Supreme Court decisions (e.g., *Brown v. Board of Education*, *Regents of the University of California v. Bakke*) helped enforce the rights addressed by the 14th and 15th Amendments.

The Model Curricula direct teachers to a select number of instructional resources. Although not all of the links work, some of the resources point to excellent lessons—particularly lessons about Jim Crow and the 1963 March on Washington.

## EVALUATION

Ohio’s *New Learning Standards* requires no content related to the civil rights movement. The state’s supplementary materials add some depth, but not nearly enough to compensate for the state’s abdication of responsibilities. Ohio should consider further revising its major documents to include detailed guidance for educators interested in teaching about this essential era in American history. The state’s supporting resources do a good job of filling in the gaps left by the standards. They are easy to access and clearly organized. Additional elaboration of the Model Curricula, including more connection with original historical documents, would provide further guidance to Ohio teachers. ●



MAJOR DOCUMENTS (60%) 15/16	
Content	4
Sequence	4
Depth	4
Connections	3

SUPPORTING RESOURCES (40%) 4/12	
Comprehensive	2
Promote Historical Thinking	1
Access and Presentation	1

# B

70%

# OKLAHOMA

## THE MAJOR DOCUMENTS

The Oklahoma C3 *Academic Standards* for the Social Studies was last modified in 2012. It is part of Oklahoma’s C3 initiative—preparing students for “College, Careers and Citizenship.”

### ELEMENTARY AND MIDDLE SCHOOL

**Kindergarten:** Like many states, Oklahoma requires young students to learn about national holidays, including Martin Luther King Jr. Day.

**Grade 1:** Oklahoma continues study of Martin Luther King Jr. as students are asked to describe “relationships between people and the events of the past” commemorated on his holiday and others. This is part of citizenship standards.

**Grade 2:** Students “participate in shared and individual research using biographies and informational text historic examples of honesty, courage, patriotism, self-sacrifice, and other admirable character traits seen in citizens and leaders.” The list that follows includes Jackie Robinson, Dr. Martin Luther King Jr. and Rosa Parks.

**Grade 8:** The rise of the Ku Klux Klan is included in this grade’s discussion of Reconstruction.

### HIGH SCHOOL

In Oklahoma History, high school students are asked to “[e]xamine multiple points of view including the historic evolution of race relations in Oklahoma including *Senate Bill 1* establishing Jim Crow laws, the growth of all-Black towns, the Tulsa Race Riot, and the resurgence of the Ku Klux Klan.” In addition, students “[c]ite specific textual and visual evidence to evaluate the progress of race relations and acts of civil disobedience in the state including the A) Judicial interpretation of the equal protection clause of the *14th Amendment* which ultimately resulted in the desegregation of public facilities, and public schools and universities, B) Landmark Supreme Court cases of *Sipuel v. Board of Regents of the University of Oklahoma* (1948) and *McLaurin v. Oklahoma Board of Regents for Higher Education* (1950). C) Lunch counter

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	100%	Martin Luther King Jr., Rosa Parks, Jackie Robinson, Malcolm X, Thurgood Marshall, Clara Luper, Ada Lois Sipuel Fisher, George McLaurin
Groups	100%	CORE, SCLC, SNCC
Events	83%	24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, Birmingham, <i>Brown</i> , Montgomery Bus Boycott, Freedom Rides, Little Rock, March on Washington, Selma-to-Montgomery March
History	86%	Armed forces desegregation, <i>de facto</i> , <i>de jure</i> , Jim Crow, literacy tests, poll taxes
Opposition	50%	Ku Klux Klan, white resistance
Tactics	71%	Civil disobedience, nonviolence, sit-ins, tactics, voter registration
<b>Content</b>	<b>85%</b>	

sit-ins organized by Clara Luper and the NAACP, and D) Leadership of Governor Gary in the peaceful integration of the public common and higher education systems.”

In the United States Government standards, “Letter from Birmingham Jail” is included in a list of documents and speeches for examination. These standards also require study of *Brown* as part of a list of landmark Supreme Court cases.

The contemporary United States history standards include a number of requirements specific to the civil rights movement:

- Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan.
- Cite specific textual and visual evidence to compare and contrast early civil rights leadership including the viewpoints of Booker T. Washington, W. E. B. Du Bois, and Marcus Garvey in response to rising racial

tensions, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites.

- Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa race riot, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites.
- Cite specific textual and visual evidence to analyze the major events, personalities, tactics, and effects of the civil rights movement.
  - A. Assess the effects of President Truman’s decision to desegregate the United States armed forces, and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Ada Lois Sipuel Fisher and George McLaurin, and the differences between *de jure* and *de facto* segregation.
  - B. Compare and contrast segregation policies of “separate but equal,” disenfranchisement of African Americans through poll taxes, literacy tests, and violence; and the sustained attempts to dismantle segregation including the *Brown v. Board of Education* decision, Rosa Parks and the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the Oklahoma City lunch counter sit-ins led by Clara Luper, the Freedom Rides, the March on Washington, the Birmingham church bombing, the adoption of the 24th Amendment, the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, the Selma-to-Montgomery Marches, and the assassination of Dr. Martin Luther King Jr.
  - C. Compare and contrast the view points and the contributions of civil rights leaders and organizations linking them to events of the movement including Dr. Martin Luther King Jr. and his “I Have a Dream” speech, Malcolm X, NAACP, SCLC, CORE, SNCC, and the tactics used at different times including civil disobedience, nonviolent resistance, sit-ins, boycotts, marches, and voter registration drives.
  - D. Evaluate the effects the civil rights movement had on other contemporaneous social movements including the women’s liberation movement, the United Farm Workers and César Chávez, and the American Indian Movement.

## SUPPORTING RESOURCES

In addition to the *Standards*, Oklahoma has produced an *Implementation Guide for the Oklahoma C3 Standards for the Social Studies* ([ok.gov/sde/sites/ok.gov/sde/files/SS-C3ImplementationGuide.pdf](http://ok.gov/sde/sites/ok.gov/sde/files/SS-C3ImplementationGuide.pdf)). Although this document does not provide additional specifications or resources for teaching the civil rights movement specifically, it gives a unique look into the very thoughtful process that went into the state’s redesign of its standards, along the way citing some of the best emerging practices in teaching social studies.

Oklahoma also produces an annotated list of online social studies resources ([ok.gov/sde/sites/ok.gov/sde/files/documents/files/SS\\_OAS\\_Resources.pdf](http://ok.gov/sde/sites/ok.gov/sde/files/documents/files/SS_OAS_Resources.pdf)). Many of the outside providers cited contain excellent lesson plans and heavily promote the use of original historical documents for teaching the civil rights movement. Only one lesson is specifically flagged for teaching the civil rights movement – the excellent (and Common Core-aligned) *Choices in Little Rock* unit offered for free from *Facing History and Ourselves*.

## EVALUATION

Oklahoma’s new standards are among the best in the nation for coverage of the civil rights movement. They take care to include state-specific content, events and leaders, linking these thoughtfully to the national movement. They go beyond the normal “Montgomery to Memphis” narrative, covering almost all of the content in our rubric. Connecting the exhaustive treatment of the civil rights movement to current events and students’ lived experience would make the standards even better. As it is, they should be an example for other states trying to improve the scope and depth of their own standards. Oklahoma could do more to supplement its new and outstanding standards with lesson plans and unit plans specifically selected to align to content in the standards. This would help teachers working to meet the ambitious goals set by the state. ●



**MAJOR DOCUMENTS (60%) 0/16**

- Content
- Sequence
- Depth
- Connections

**SUPPORTING RESOURCES (40%) 0/12**

- Comprehensive
- Promote Historical Thinking
- Access and Presentation



# OREGON

## THE MAJOR DOCUMENTS

The *Oregon Social Sciences Academic Content Standards* was adopted in August 2011. This document contains two levels of standards: core standards and grade level standards. They do not mention the civil rights movement.

## SUPPORTING MATERIALS

The Oregon Department of Education’s website does not provide resources specific to teaching the civil rights movement.

## EVALUATION

Oregon does not require its students to study the civil rights movement. Its standards entirely omit the history, complexity, resistance to, tactics and trajectory of one of the most important eras in American history. These standards represent a missed opportunity to set high expectations. A lack of resources in addition to the standards’ omissions means that no expectations or help are offered to Oregon’s teachers and students. ●

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	0%	
Groups	0%	
Events	0%	
History	0%	
Opposition	0%	
Tactics	0%	
<b>Content</b>	<b>0%</b>	

**MAJOR DOCUMENTS (60%) 0/16**

Content	○
Sequence	○
Depth	○
Connections	○

**SUPPORTING RESOURCES (40%) 11/12**

Comprehensive	3
Promote Historical Thinking	4
Access and Presentation	4

D

37%

# PENNSYLVANIA

## THE MAJOR DOCUMENTS

Pennsylvania's *Academic Standards for History* (2003) does not mention the civil rights movement, although it does mention the concept of civil rights in several places. The standards for civics and government mention civil disobedience, but not in the context of the civil rights movement. In addition to the Standards, Pennsylvania publishes the *Curriculum Framework*. The Framework identifies essential questions, concepts and competencies but does not detail specific content.

## SUPPORTING RESOURCES

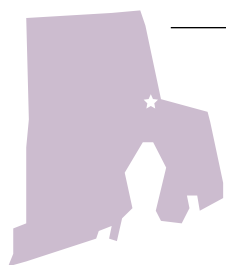
Pennsylvania's Standards Aligned System website ([pdesas.org](http://pdesas.org)) does an excellent job of clearly linking resources and supporting materials to the state's content standards. The site points teachers to many resources related to the civil rights movement. Even when those resources are outside the Pennsylvania site (for example, on a third-party provider like Thinkfinity), the SAS site clearly links resources to state standards and provides a summary of activities, allowing teachers to choose quickly among resources that might be useful to their specific lessons or student populations. The linked resources, in general, are high-quality. Many use original historical documents and encourage teachers to use those documents thoughtfully in the classroom.

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	0%	
Groups	0%	
Events	0%	
History	0%	
Opposition	0%	
Tactics	0%	
<b>Content</b>	<b>0%</b>	

## EVALUATION

Pennsylvania does not require students to learn about the civil rights movement. This represents a missed opportunity to set high expectations. The state's linked resources represent well-curated lessons and original historical documents from across the Internet. They supplement the vague standards with concrete ideas for teaching the civil rights movement. They could be improved further by adding content that links the national movement and nationally shared materials to content more specific to Pennsylvania and its citizens. ●



**MAJOR DOCUMENTS (60%) 2/16**

Content	0
Sequence	1
Depth	0
Connections	1

**SUPPORTING RESOURCES (40%) 4/12**

Comprehensive	1
Promote Historical Thinking	1
Access and Presentation	2

D

21%

# RHODE ISLAND

## THE MAJOR DOCUMENTS

Rhode Island's *Grade Span Expectations for Social Studies* (GSEs) was last revised in 2012. As a supporting resource for its standards, Rhode Island developed Grade Span Specific (GSS) documents. These documents include essential questions and topics that strongly link to the GSEs—they are designed to aid teachers and districts in developing curricula.

### ELEMENTARY AND MIDDLE SCHOOL

Martin Luther King Jr.'s "I Have a Dream" speech is mentioned in the GSEs for the fifth through sixth and the seventh through eighth grades. In both grade bands, this speech is listed in a group of "enduring/significant documents" that includes the Magna Carta, the Preamble to the U.S. Constitution and the "U.N. Rights of the Child" (presumably the U.N. Convention on the Rights of the Child). In the fifth through sixth grades, students are asked to "demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by identifying and summarizing the rule of law" using these documents. In the seventh through eighth grades, students are asked to compare and contrast "the key stages of development of the rule of law" as presented in these documents. The Grade Span Specific documents suggest additional detail for the fifth through sixth and the seventh through eighth grades, including an additional reference to the "I have a Dream" speech and the use of Martin Luther King Jr. and Rosa Parks as examples of how "a person's actions or a group's actions" can "create multiple reactions."

The GSS documents suggest civil rights as a topic for discussion with the essential question "How does looking at the past help us understand the present, and plan/predict the future?"

### HIGH SCHOOL

The GSEs mention the civil rights movement in limited ways. One GSE asks students to "demonstrate an understanding of how individuals and groups exercise (or are

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	25%	Martin Luther King Jr., Rosa Parks
Groups	0%	
Events	8%	<i>Brown v. Board of Education</i>
History	0%	
Opposition	0%	
Tactics	0%	
<b>Content</b>	<b>7%</b>	

denied) their rights and responsibilities"; one method for accomplishing this is "identifying and explaining ways individuals and groups have exercised their rights in order to transform society (e.g., civil rights movement, women's suffrage)." Later, students demonstrate proficiency at understanding political systems and processes by "analyzing multiple perspectives on an historical or current controversial issue (e.g., immigration, environmental policy, escalation of the war in Vietnam, *Brown v. Board of Education*)." The GSS documents do not add much in the way of detail.

### SUPPORTING RESOURCES

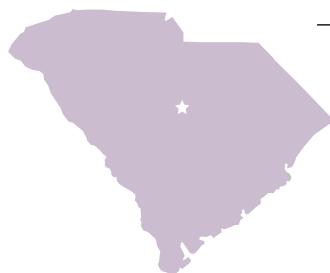
The Rhode Island Department of Education has produced an appendix to the GSEs with suggested resources for social studies teachers. For civil rights movement, the appendix points teachers to two lessons from the National Archives, both from the justifiably popular "Teaching With Documents" series. One lesson is about the Civil Rights Act of 1964 ([archives.gov/education/lessons/civil-rights-act/activities.html](http://archives.gov/education/lessons/civil-rights-act/activities.html)), the other about Martin Luther King Jr. and the Memphis sanitation workers' strike. Both lessons are well-constructed and make excellent use of original historical documents.

### EVALUATION

Rhode Island's *Grade Span Expectations* is broad, sweeping and generally lacking detail. If details about the civil rights movement are included, they do not deviate from the standard shorthand of the King-Parks narrative. The

omission of opposition to the movement and its internal conflicts presents a simplified view of the movement, one that makes its hard-fought achievements seem inevitable given the course of American history. To Rhode Island's credit, it is one of a handful of states that make an explicit connection between the civil rights movement and current events.

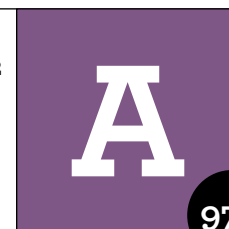
Rhode Island's general lack of detail is consistent with the state's coverage of other major events in American and world history. The state's supporting resources are thin, failing to make connections to current or local events. Although the two identified lessons are excellent, they are hardly enough to support educators working to teach this essential era in American history. ●

**MAJOR DOCUMENTS (60%) 16/16**

Content	4
Sequence	4
Depth	4
Connections	4

**SUPPORTING RESOURCES (40%) 11/12**

Comprehensive	3
Promote Historical Thinking	4
Access and Presentation	4



# SOUTH CAROLINA

## THE MAJOR DOCUMENTS

The South Carolina *Academic Standards for Social Studies* was revised in 2011. In addition to the Standards, South Carolina updated its *Social Studies Support Document* in 2012. The *Support Document* is a unique resource that offers official advice about how best to teach the content standards. The document dealing with U.S. history spells out in considerable detail what content students are expected to know. Both the *Standards* and the *Support Document* are online ([ed.sc.gov/agency/programs-services/61](http://ed.sc.gov/agency/programs-services/61)). Because the Support Document functions both as official guidance and supporting material, it was scored as a major document and as supporting material for the purposes of this study.

## ELEMENTARY AND MIDDLE SCHOOL

**Kindergarten:** Study of the civil rights movement begins in kindergarten, as students identify reasons for celebrating national holidays, including Martin Luther King Jr. Day. The *Support Document* explains it is essential for students to know that “On this day, America remembers Martin Luther King Jr.’s efforts to make sure every person in America is respected and treated fairly.”

A subsequent standard asks students to “[d]escribe the actions of important figures that reflect the values of American democracy, including George Washington, Abraham Lincoln, Susan B. Anthony, Rosa Parks, and Martin Luther King Jr.” The *Support Document* explains it is essential for students to know that “Rosa Parks refused to obey unjust laws and helped to end segregation on public transportation in America. Martin Luther King Jr. was a great civil rights leader who led many marches and boycotts to change laws so that all Americans would have equal rights.”

**Grade 1:** Mary McLeod Bethune is included in a list of people who have made significant contributions to democracy. The *Support Document* explains it is essential for students to know that she was “instrumental in educating African-American women, and ensuring that their

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	100%	Martin Luther King Jr., Rosa Parks, Malcolm X, Mary McLeod Bethune, Stokely Carmichael, Septima Poinsette Clark, Modjeska Monteith Simkins, Matthew J. Perry
Groups	33%	SCLC
Events	100%	24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, Birmingham, <i>Brown</i> , Montgomery Bus Boycott, Freedom Rides, Little Rock, March on Washington, Mississippi Freedom Summer, Selma
History	86%	Armed forces desegregation, <i>de facto</i> , <i>de jure</i> , Jim Crow, literacy tests, poll taxes
Opposition	75%	Ku Klux Klan, white resistance, James F. Byrnes
Tactics	100%	Black Power, civil disobedience, Gandhi, nonviolence, sit-ins, tactics, voter registration
<b>Content</b>	<b>83%</b>	

rights were recognized and their voices heard throughout the United States.”

**Grade 3:** At this level, students are asked to “[s]ummarize the development of economic, political, and social opportunities of African Americans in South Carolina, including the end of Jim Crow laws; the desegregation of schools (*Briggs v. Elliott*) and other public facilities; and efforts of African Americans to achieve the right to vote.” The *Support Document* adds details like poll taxes, literacy tests, extensive description of the origins and nature of Jim Crow laws and the rise of the Ku Klux Klan. In addition, it offers a substantial explanation of what it is essential for students to know at this grade level. This remarkable document is quoted at length here:

*It is important for students to understand that the movement for civil rights for African Americans was an ongoing process that originated during the early abolitionist period. A number of organizations and individuals were actively*

protesting and pushing for an end to the Jim Crow laws and restrictions on voting long before the post-World War II civil rights movement began. Following World War II, living conditions for most in South Carolina had improved from the days of the Great Depression. However, African Americans who had played an active role in the military during World War II came home to a land still mired in segregation. Economic, political, and social opportunities were limited due to the persistence of Jim Crow laws passed by southern legislatures.

In South Carolina, the arena of public education played a major role in ending segregation throughout the country. The Supreme Court ruled in 1896 (*Plessy v. Ferguson*) that operating a segregated school system in which black and white students attended different schools was constitutional so long as the schools were “separate, but equal.” However, the two school systems were far from equal. The white schools received the newest materials, including buses, books, and desks. Old and outdated furniture and instructional materials were then passed down to the schools that black students attended. Although their schools were inferior to the schools provided for white students, the parents of some African-American children in Clarendon County, South Carolina, actively sought a bus to take their students to school. The school board provided buses for the white students but refused to provide transportation for African-American students. Parents purchased their own bus but the school board denied their request to pay for the gas. With the assistance of the National Association for the Advancement of Colored People (NAACP), the parents brought suit against the district school board seeking equal treatment under the law, as required by the fourteenth amendment. The case was called *Briggs v. Elliott*. The state court ruled in favor of the school district. The parents appealed the decision to the Supreme Court of the United States. The NAACP had four similar cases before the Supreme Court from other parts of the country. *Briggs* became part of the landmark *Brown v. Board of Education of Topeka, Kansas* decision reached by the Supreme Court in the early 1950s. In *Brown*, the Supreme Court ruled that segregation in public schools was inherently unequal and that African-American students should be integrated into classrooms with white children with “all deliberate speed.”

However, the Supreme Court’s decision in *Brown v. Board of Education* [1954] was not quickly enforced as called for [“with all deliberate speed”] and, as result, had little immediate effect. Segregation continued in schools and in other public facilities throughout the South. Rosa Parks was a member of the NAACP who was tired of

segregation. Her refusal to move from her seat on a public bus led to the Montgomery Bus Boycott. This peaceful protest against segregation started a series of protests throughout the South that included sit-ins, marches, and boycotts. During the bus boycotts in Montgomery, Martin Luther King Jr., a local pastor, became a leader of the nonviolent protest movement for African-American civil rights. He also made the famous “I Have a Dream” speech at a protest march in Washington, D.C. News coverage of protesters being attacked by police dogs and sprayed with fire hoses in places such as Birmingham and Selma, Alabama was featured on television and in nationwide newspapers leading to greater public awareness of racial discrimination and sympathy for the conditions of African Americans in the South. It also led South Carolina’s leaders to be concerned that these protests would hurt their efforts to attract businesses to the state. As a result, South Carolina government and business leaders began to deliberately plan to peacefully integrate public facilities in the state while exhausting all legal options. Although the state of South Carolina legally resisted integration all the way to the United States Supreme Court, Clemson University soon became the first state facility in South Carolina to integrate [January 28, 1963] and did so without incident at a time when other states experienced court orders, violence, and a National Guard presence as their state-supported colleges lead the way in the desegregation process. Stores and restaurants opened their doors to African-American customers. This peaceful integration was eventually marred by the “Orangeburg Massacre” [1968], when black students were shot by the South Carolina Highway Patrol and the National Guard after protesting a segregated bowling alley.

As a result of the civil rights protests, the federal government passed laws that protected the rights of African Americans. The Civil Rights Act of 1964 made segregation illegal in all public facilities. The Voting Rights Act of 1965 outlawed literacy tests. The twenty-fourth amendment outlawed poll taxes. African Americans were allowed to freely vote and be elected to state legislatures for the first time since Reconstruction.

**Grade 5:** Two fifth-grade standards contain movement-related content:

- Explain the practice of discrimination and the passage of discriminatory laws in the United States and their impact on the rights of African Americans, including the Jim Crow laws and the ruling in *Plessy v. Ferguson*.
- Explain the advancement of the modern civil rights movement; including the desegregation of the armed

forces, *Brown v. Board of Education*, the roles of Rosa Parks, Martin Luther King Jr., Malcolm X, the Civil Rights acts, and the Voting Rights Act.

The *Support Document* unpacks these standards, giving explicit guidelines to teachers as to what it is essential for students to know:

*World War II changed the landscape for civil rights in America. The contribution of African Americans to the war effort helped to bring about the desegregation of the United States military. Although African Americans fought in segregated units during the war, many died for their country just as white soldiers did. However, African Americans returned from war to a country racially divided. Upon the war's conclusion, African Americans faced many instances of prejudice and discrimination. President Harry S. Truman, in his role as Commander-in-Chief of the military, ordered the desegregation of the army [1948], however, he could not order the end to all discrimination.*

*In 1954, the United States Supreme Court declared the practice of school segregation unconstitutional in its landmark *Brown v. Board of Education* decision. According to the Supreme Court, the schools were to be integrated "with all deliberate speed." With "deliberate speed" open for interpretation, the process of integrating the public schools was in fact deliberate but far from speedy. Students should be able to explain how over the course of the next fourteen years from the *Brown* decision, until the assassination of Martin Luther King, Jr. in 1968, the civil rights movement gained momentum.*

*The civil rights movement experienced several leaders, including King, Rosa Parks, and Malcolm X, who utilized a variety of strategies to bring attention to the struggle of African Americans to achieve equal rights. Students should already have an understanding of Dr. King. They should be able to describe the nonviolent philosophy of Dr. King and others who protested many injustices through marches and boycotts. Included in this discussion of civil rights activities should be the roles of Rosa Parks and the Montgomery Women's Association in the bus boycott in Montgomery, Alabama; the sit-ins at segregated lunch counters; and the Freedom Rides. These activities educated the general public and gained sympathy from many Americans, including President John F. Kennedy, because television brought the abuses of Jim Crow into living rooms across the country. Kennedy proposed a civil rights bill to Congress. Following the assassination of President Kennedy, several laws were passed by Congress banning segregation in public places and protecting the right of all Americans to vote during*

*the mid-1960s. Malcolm X believed that change was not happening quickly enough. He did not believe that white Americans would ever support equal rights for African Americans and encouraged his followers to rely on themselves as opposed to newly passed civil rights laws. Later Malcolm X believed that true equality would not be fully achieved without white citizens working together with African Americans. Both Malcolm X and Dr. King were assassinated during the last half of the 1960s.*

*In 1964 Congress passed the Civil Rights Act which prohibited discrimination in public places and provided for the integration of schools and other public facilities. The Civil Rights Act also made employment discrimination illegal. Passage of the Voting Act of 1965 was a pivotal moment in the civil rights movement. President Johnson signed the Voting Act of 1965 into law on August 6, 1965. This law placed a nationwide prohibition against the denial of the right to vote based on the literacy tests. The Act contained special enforcement policies that focused on those areas of the country where Congress believed the potential for discrimination to be the greatest.*

**Grade 8:** Students learn about the Ku Klux Klan as part of study of the 1920s. Mary McLeod Bethune is mentioned again in the standards for this grade. One standard is especially detailed in covering the civil rights movement in South Carolina: "Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases *Elmore v. Rice* and *Briggs v. Elliot*; civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre." After an extensive discussion of the circumstances of *Brown* and *Briggs*, the *Support Document* offers substantial clarification on the matter of what it is essential for students to know:

*South Carolina officials resisted efforts to integrate schools in a variety of ways. While the *Briggs* case was still pending in the federal courts, South Carolina launched a statewide effort to improve education by making separate African-American schools equal to schools for whites and were able to remain segregated under the Plessy "separate but equal" doctrine. This massive building program is known as the equalization effort. Modern schools for African-American students were built throughout the state. When the equalization effort was not successful in persuading the courts that "separate but equal" should be upheld, the *Brown**

ruling was met with widespread and sometimes violent opposition and delay. The Governor of South Carolina, James F. Byrnes, encouraged this resistance. White Citizens Councils were established to coordinate efforts to intimidate African Americans who petitioned for equal treatment and to label whites who supported the court's ruling as traitors to their race. South Carolina's Senator Strom Thurmond authored the Southern Manifesto, signed by all but three of the Congressmen from the Deep South [101 in total]. This document condemned the Brown decision for upsetting the relationship of whites and African Americans in the South and encouraged resistance to desegregation. Resistance included the establishment of numerous 'white flight' private academies, school choice, and plans for the voluntary closing of public schools. For almost two decades, South Carolina sought to avoid the integration of public schools. Similar actions were taken in other southern states. It would be the early 1970s before full-scale integration occurred in most South Carolina schools.

The Brown decision prompted other civil rights actions throughout the South and South Carolina was affected. In response to the actions of Rosa Parks and the Montgomery Bus Boycott, the Supreme Court ruled that city buses could not be segregated. South Carolina's bus companies ignored the ruling. When students staged a sit-in at a North Carolina lunch counter, South Carolina students followed their example throughout the state and initiated a new tactic. Grassroots protests and demonstrations throughout South Carolina echoed the national movement led by Martin Luther King Jr. The response of the white leadership of South Carolina was tempered by their desire to attract economic investment to the state (8-7.1). Pictures of protests and violence in other southern states broadcast on nationwide television and newspapers did not encourage such investment. Consequently in 1963, South Carolina began to slowly and deliberately integrate public facilities. Beginning with Clemson College and followed by the University of South Carolina, state colleges were integrated without the violence which engulfed campuses in other southern states. This relatively peaceful integration of public facilities in South Carolina was marred by the violence of the Orangeburg Massacre. The Civil Rights Act of 1964 and the Voting Rights Act of 1965 were enforced in South Carolina and public schools were finally desegregated as a result of another court ruling fifteen years after the Brown v. Board of Education ruling.

Although many South Carolinians played a significant role in the civil rights movement, most notable among them are Septima Clark, Modjeska Simkins and Matthew

Perry. Septima Poinsette Clark was a public school teacher. In a case brought by the NAACP, she sought equal pay for African-American and white teachers. A member of the NAACP, Clark left South Carolina when the state legislature passed a bill saying that public employees could not belong to any civil rights organization. Clark later taught at the Highlander Folk School in Tennessee where many civil rights leaders learned the strategy of nonviolent direct action. Clark served in the Southern Christian Leadership Conference led by Dr. King. Clark founded citizenship schools to improve literacy among the African-American community and increase voter registration. Modjeska Monteith Simkins was a teacher and public health worker. An active member of the NAACP, she also participated in the efforts to equalize teachers' salaries and to reform the white primary (*Elmore v. Rice*). Simkins also helped write the declaration for the lawsuit that asked for the equalization of Clarendon County schools (*Briggs v. Elliot*). Matthew J. Perry was the first graduate of the new law school at South Carolina State to pass the bar exam. As a civil rights lawyer, Perry was instrumental in bringing cases in South Carolina to challenge segregation. African-American efforts to push for integration of schools to conform to the Brown ruling were first pursued at the college and university level because these would be least resisted by white parents. Perry defended the right of an African American student to attend Clemson University. Perry also fought for the adoption of single-member districts in South Carolina's House of Representatives, making it possible for more black lawmakers to get elected. Perry later served as South Carolina's first African-American federal judge.

The Supporting Document continues in some depth regarding additional people and events in South Carolina, including sit-ins and the Orangeburg Massacre.

### HIGH SCHOOL

**U.S. Government:** The requirements for this course include Martin Luther King Jr.'s "Letter from Birmingham Jail" as a significant American historical document; they also require study of the 11th through the 27th amendments to the Constitution.

**U.S. History:** In addition to requirements to refresh learning about Jim Crow laws and the Ku Klux Klan, the high school standards ask students to "[a]nalyze the African-American civil rights movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the civil rights movement on other groups seeking equality." The Support Document uses

this standard to synthesize information that has been built from grade to grade, bringing in national events and trends to complete students' learning about the civil rights movement:

*It is essential for students to know: The civil rights movement was a liberal movement that challenged the conservative status quo of race relations in the United States to secure for African Americans the full rights of citizenship including the right to "life, liberty, and the pursuit of happiness." In order to analyze the strategies of the civil rights movement, it is essential that students understand its goals which were equal treatment and the right to vote. A thorough review of the failed promises of the Declaration of Independence; Reconstruction and the thirteenth, fourteenth, and fifteenth amendments; the Jim Crow era; and the response of African Americans to discrimination should establish the context for the civil rights movement of the post-World War II period. It is also important to place the civil rights movement in the context of the post World War II Cold War era. During the war, African Americans demanded more equitable treatment in war industries. As a result, President Roosevelt established the Fair Employment Practices Commission. However when the war ended, African Americans lost jobs to returning white soldiers. African Americans also served in the military but were in segregated units. African-American soldiers from the North experienced Jim Crow as they trained on military bases in the South. Some returning African-American veterans were lynched. This motivated President Truman to establish a civil rights commission, to support an anti-lynching law and to desegregate the military by executive order. Revelations of concentration camps and the 'Final Solution' shocked Americans and called into question race relations in the United States. Cold War competition required that the United States gain the support of emerging nations in Asia and Africa. Strategies used by the African-American civil rights movement forced the United States to live up to its constitutional promises or face embarrassment on the international stage.*

*The strategies of the civil rights movement had roots in the early twentieth century in the development of organizations [NAACP] that established the judicial precedents that eventually led to the Brown decision and in the successful application of the strategy of nonviolent civil disobedience by Gandhi in India. Students need to know the ruling in the Brown decision and the reaction of both conservatives and liberals to this decision. A real understanding of nonviolence requires that students understand*

*the direct action nature of the movement in so much as sites were specifically selected to show to the nation and the world the face of racism in order to get the support of the electorate for government assistance in securing civil rights. Students should understand how those strategies were used in the Montgomery Bus Boycott, sit-ins, freedom rides, the Birmingham campaign, the March on Washington, Freedom Summer, and the Selma-to-Montgomery March. A focus on the role of the media, especially television, will link the civil rights movement to the popular culture of the post-World War II era and help explain its strategy and success.*

*The civil rights movement is an example of the importance of leadership. Although students have some familiarity with Martin Luther King Jr., they may not understand the complexity of his role as the movement's organizer and spokesperson. Students should understand that the nonviolent direct action campaign of the civil rights movement was successful in getting presidential support and the support of the majority of the voting public in the early 1960s; the extent to which Presidents Truman, Eisenhower, Kennedy, Johnson, and Nixon were advocates of the civil rights movement; the specific pieces of legislation that were passed and how they addressed discrimination including the Civil Rights Act of 1964 and the Voting Rights Act of 1968; and how politics affected and was affected by the movement. For instance, Harry Truman's advocacy of civil rights in 1948 led to the emergence of the Dixiecrats. Democratic (Kennedy and Johnson) support of civil rights legislation and Nixon's Southern Strategy turned a formerly solid Democratic south into a Republican stronghold.*

*Students should understand how changes within the movement affected public support for civil rights legislation. The goals, actions, and leadership of the black power movement [Malcolm X, Stokely Carmichael, and the Black Panthers] among northern, urban African Americans were significantly different from those of southern African Americans. While Southern African Americans could confront segregation by law (de jure) with direct action, de facto segregation as practiced in other parts of the country was more insidious. Televised reports of urban riots and the radical rhetoric of the black power movement alienated the general public and undermined support for further government action. Oversimplification of black power should be avoided by including the efforts of black power advocates to protect and empower the African-American community and promote ethnic pride.*

*The movement for African-American civil rights had an impact on the movements for women's rights, the rights*

of Latinos, and the rights of Native Americans. Students should understand how the participation of women in the civil rights movement prompted them to form organizations such as the National Organization for Women (NOW) to promote their own rights and the extent to which women were successful in securing the support of government and the public in promoting women's rights. Students should understand the impact of *The Feminine Mystique*, the Civil Rights Act of 1964, *Roe v. Wade*, and the Equal Rights Amendment on the women's rights movement and the development of conservative counter movements. The goals, strategies and government response to movements for the rights of Latinos and Native Americans were similar to the early African-American civil rights movement. These movements also lost support when they turned more militant.

### SUPPORTING RESOURCES

In addition to the superlative material in the *Supporting Document*, South Carolina provides a number of other supporting resources for educators seeking to teach the civil rights movement. In 1994, the South Carolina Department of Education published *African Americans and the Palmetto State* ([ed.sc.gov/agency/programs-services/61/documents/aapalmettostate.pdf](http://ed.sc.gov/agency/programs-services/61/documents/aapalmettostate.pdf)). At more than 250 pages, this book (available for free on the DOE's website) is an extraordinary resource for teachers. Its coverage of the civil rights movement in South Carolina is well constructed and engaging. It would be improved further with aligned lesson plans.

The South Carolina Department of Education also points teachers to the National Humanities Center Toolbox Library. On this site, the "The Making of African American Identity," Vol. III, 1917-1968, educators can find a number of curated original historical documents as well as well-constructed lesson plans. Resource documents for each grade add to recommended content, directing teachers at each grade level to websites full of documents and lesson plans.

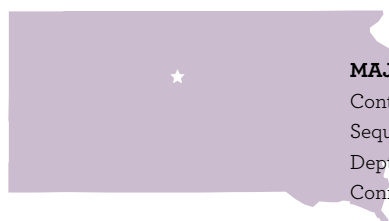
In 2012, the S.C. Department of Education partnered with the National Council for History Education (NCHE) and Richland School District 2 to present a conference at South Carolina State University titled "The Civil Rights Movement in South Carolina." A similar conference titled "The Desegregation of South Carolina Public Schools" was scheduled for June 20-21, 2013.

### EVALUATION

South Carolina's major documents are the best in the nation. While the *Standards* does not contain that much detail about the civil rights movement, the *Support Documents* provide a remarkable degree of detail, support and nuance for teachers. In this respect, it serves the same function as California's *Framework* document. While the *Framework* is good, South Carolina's *Support Documents* is even better. It shows us what genuinely thoughtful sequencing across grade levels looks like. For example, students are introduced to a large amount of content as early as third grade, but they are not expected to identify individual personalities and groups until later grades. They make tough instructional choices, giving much-needed guidance on the difference between essential and nonessential knowledge to overburdened teachers. Like California, South Carolina has built a living and narrative version of American history to supplement its more general standards.

The state supplements its existing materials with a number of well-curated resources, including a book published by the state's Department of Education and a large selection of well-chosen websites. South Carolina's supporting documents manage to improve on an already superlative set of major documents to great effect. ●

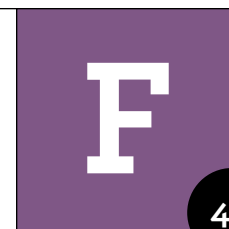



**MAJOR DOCUMENTS (60%) 1/16**

Content	0
Sequence	1
Depth	0
Connections	0

**SUPPORTING RESOURCES (40%) 1/12**

Comprehensive	1
Promote Historical Thinking	0
Access and Presentation	0



# SOUTH DAKOTA

## THE MAJOR DOCUMENTS

South Dakota's 2006 *Social Studies Content Standards* provides little coverage of the civil rights movement. In addition to the *Standards*, the Department of Education provides the supplementary *Grade Standards, Supporting Skills, and Examples* for K-12 social studies. Since this serves the same function as curriculum frameworks do in other states, it was considered as part of South Dakota's major documents for the purpose of this study.

## ELEMENTARY AND MIDDLE SCHOOL

**Kindergarten:** Martin Luther King Jr. Day is included as an example in a list of celebrations students might identify.

**Grade 1:** Martin Luther King Jr. appears in a list offered as examples for an activity in which students identify the accomplishments of historical figures.

**Grade 2:** Students at this level are required to "describe ways historical figures contributed to modern-day life." Listed examples here are "Thomas Jefferson-Declaration of Independence; Rosa Parks-civil rights; Susan B. Anthony-suffrage; Sequoyah-Cherokee alphabet."

**Grade 8:** The *Grade Standards* identifies Jim Crow laws and the Ku Klux Klan as examples of content in the Reconstruction era. These topics are not connected to mention of the civil rights movement later.

## HIGH SCHOOL

**U.S. History:** The civil rights movement is offered as an example for covering this high school social studies standard: "Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the United States." Other listed examples are: women's suffrage, populists and progressives, isolationists, anarchists, anticommunism, American Indian Movement and the Reagan revolution. *Brown* is identified as an example supporting the study of judicial review in the *Grade Standards*.

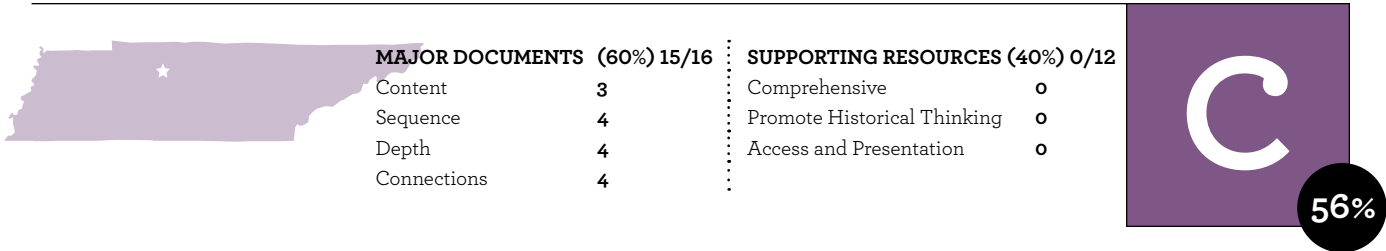
ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	25%	Martin Luther King Jr., Rosa Parks
Groups	0%	
Events	8%	<i>Brown v. Board of Education</i>
History	14%	Jim Crow
Opposition	25%	Ku Klux Klan
Tactics	0%	
<b>Content</b>	<b>9%</b>	

## SUPPORTING RESOURCES

The South Dakota Department of Education's website does not provide materials supporting teaching and learning about the civil rights movement.

## EVALUATION

South Dakota's coverage of the civil rights movement is extremely limited. Although two key figures and one key event are mentioned, the state's major documents do not connect the dots for teachers, offering essentially no guidance for teaching and learning about one of the most important eras in American history. ●



# TENNESSEE

## THE MAJOR DOCUMENTS

After receiving feedback and insight from educators in Tennessee and reviewing national exemplars in social studies education and two sets of draft standards, the State Board of Education approved new social studies standards on July 26, 2013. These standards will begin in the 2014-15 school year. They are included here as current standards, even though their implementation will be phased in during the 2014 school year.

## ELEMENTARY AND MIDDLE SCHOOL

**Kindergarten:** Students “Participate in shared research projects to identify and describe the events or people celebrated during state and national holidays and why we celebrate them.” The list of events includes Martin Luther King Jr. Day.

**Grade 1:** Students use informational texts to describe the importance of celebrating national holidays, including Martin Luther King Jr. Day. Diane Nash is included in a list of famous Tennessee leaders students should be able to identify.

**Grade 2:** Students are asked to participate in shared research using biographies. Thurgood Marshall, Rosa Parks, Jackie Robinson and Martin Luther King Jr. are among the suggested topics. Another standard requires students to “Explain the connection between a series of events in United States history. Teachers may choose any events. Some suggestions are as follows: Jamestown, Plymouth, Westward Expansion, Trail of Tears, Industrial Revolution, Ellis Island, Suffrage Movement, Great Depression, Dust Bowl, the civil rights movement, and wars involving the United States.”

**Grade 3:** One standard requires students to “Use timelines and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures.” The list of suggestions includes Rosa Parks and Martin Luther King Jr.

**Grade 5:** The Ku Klux Klan is mentioned in a discussion of Reconstruction. In addition, students are asked to “Describe the effects of Jim Crow Laws on the nation

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	88%	Martin Luther King Jr., Rosa Parks, Jackie Robinson, Diane Nash, Jim Lawson, Stokely Carmichael, Thurgood Marshall, James Meredith
Groups	100%	CORE, SCLC, SNCC
Events	83%	24th Amendment, 1964 Civil Rights Act, 1965 Voting Rights Act, Birmingham, <i>Brown</i> , Montgomery Bus Boycott, Freedom Rides, Little Rock, March on Washington
History	43%	Armed forces desegregation, Jim Crow, poll taxes
Opposition	75%	Bull Connor, Ku Klux Klan, George Wallace, Orval Faubus
Tactics	57%	Civil disobedience, nonviolence, sit-ins, tactics
<b>Content</b>	<b>77%</b>	

and Tennessee.” Additional standards at this grade level cover the movement in considerable detail. Students are required to “[a]nalyze the key events and struggles during the civil rights movement, including: *Brown v. Board of Education*; Nonviolent protest and the influence of the Highlander Folk School; Central High School-Little Rock, Arkansas and Clinton High School in Clinton, Tennessee; Montgomery Bus Boycott and Rosa Parks; Tent Cities in Fayette and Haywood Counties; Nashville Sit-Ins and Diane Nash; Freedom Riders; Dr. Martin Luther King Jr.” One additional standard stipulates that students should “[e]xplain the effect President Kennedy’s assassination had on the country, including passage of the Civil Rights Act and Voting Rights Act, and continuing the space program.” The fifth-grade standards close by recommending some primary documents and supporting texts, including “‘I Have a Dream Speech’ and ‘Letter from Birmingham Jail,’ Martin Luther King Jr.”

**Grade 8:** The Reconstruction standards here again mention the Ku Klux Klan, including its role in Tennessee. They recommend that students read excerpts from the black codes and Jim Crow laws.

## HIGH SCHOOL

**U.S. History:** The Ku Klux Klan is mentioned in the history standards in the context of the 1920s and “attacks on civil liberties and racial and ethnic tensions.” Later standards discuss the civil rights movement and surrounding events in detail:

- Examine court cases in the evolution of civil rights, including *Brown v. Board of Education* and *Regents of the University of California v. Bakke*.
- Examine the roles of civil rights advocates, including the following: Martin Luther King Jr., Malcolm X, Thurgood Marshall, Rosa Parks, Stokely Carmichael, President John Kennedy, Robert Kennedy, President Lyndon Johnson, James Meredith, Jim Lawson.
- Examine the roles of civil rights opponents, including Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK.
- Describe significant events in the struggle to secure civil rights for African Americans, including the following: Columbia Race Riots; Tent Cities of Haywood and Fayette Counties; Influence of the Highlander Folk School and civil rights advocacy groups, including the SCLC, SNCC, and CORE; Integration of Central High School in Little Rock and Clinton High School in Clinton, Tennessee, Montgomery Bus Boycott, Birmingham bombings 1963, Freedom Rides, including the opposition of Bull Connor and George Wallace; March on Washington; Sit-ins, marches, demonstrations, boycotts, Nashville sit-ins, Diane Nash; Assassination of Martin Luther King, Jr.
- Cite textual evidence, determine the central meaning, and evaluate the explanations offered for various events by examining excerpts from the following texts: Martin Luther King Jr. (“Letter From a Birmingham Jail” and “I Have a Dream” speech) and Malcolm X (“The Ballot or the Bullet”).
- Analyze the civil rights and voting rights legislation, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment.

- Describe the Chicano movement, the American Indian Movement, and feminist movement and their purposes and goals.
- Investigate the life and works of Alex Haley and his influence on American Culture, including *The Autobiography of Malcolm X* and *Roots: The Saga of An American Family*.

The standards also recommend several civil rights movement-related texts, including original legislation, texts by King and Malcolm X and speeches by César Chávez.

**United States Government and Civics:** The standards for this course emphasize reading original historical documents. They discuss civil disobedience and make a direct connection to the civil rights movement, including suggested readings by Martin Luther King Jr.

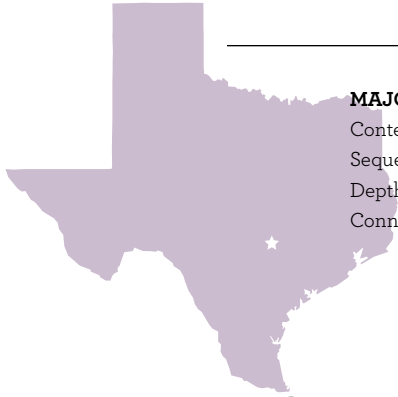
**African-American History:** In addition to the required courses, Tennessee sets standards for an elective African-American History course. These standards add some details to study of the civil rights movement already set out in required courses. They support the use of multiple original historical documents.

## SUPPORTING RESOURCES

The Tennessee Department of Education has been working with the Tennessee State Library and Archives, the Nashville Public Library and Tennessee History for Kids in order to provide online access to resources, but these are not yet available.

## EVALUATION

Tennessee’s standards are excellent, particularly in their support of original historical documents and emphasis across grade levels. They set a good example for states that do not wish to take a narrative approach, like California and South Carolina, but instead wish to isolate detailed content. The new resources being developed by the state seem promising but were not available to evaluate at the time of this report. If Tennessee continues on its current trajectory, we can expect it to create supporting resources that match its high-quality standards ●



# TEXAS

## THE MAJOR DOCUMENTS

The *Texas Essential Knowledge and Skills for Social Studies* (TEKS), revised in 2010, offers fairly substantial guidance to teachers regarding the civil rights movement.

## ELEMENTARY AND MIDDLE SCHOOL

**Grade 5:** Students are expected to:

- Analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement and military actions.
- Identify the accomplishments of notable individuals—such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, César Chávez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team—who have made contributions to society in the areas of civil rights, women’s rights, military actions and politics.

**Grade 7:** Like many states, Texas includes state-specific civil rights movement information in its state history class. In Texas, that class is taught in seventh grade. Students are expected to:

- Describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens, Jane McCallum and Lulu Belle Madison White.

## HIGH SCHOOL

**U.S. History II:** TEKS expectations for this course begin with a set group of “traditional historical points of reference,” one of which is the assassination of Martin Luther King Jr. Students must:

### MAJOR DOCUMENTS (60%) 7/16

Content	1
Sequence	2
Depth	2
Connections	2

### SUPPORTING RESOURCES (40%) 0/12

Comprehensive	0
Promote Historical Thinking	0
Access and Presentation	0

D

26%

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
<b>Leaders</b>	50%	Martin Luther King Jr., Rosa Parks, James Farmer, Lester Maddox
<b>Groups</b>	0%	
<b>Events</b>	25%	1964 Civil Rights Act, 1965 Voting Rights Act, <i>Brown</i>
<b>History</b>	14%	Armed forces desegregation
<b>Opposition</b>	25%	George Wallace, Orval Faubus
<b>Tactics</b>	43%	Black Power, nonviolence, tactics
<b>Content</b>	<b>28%</b>	

- Explain the significance of the following years as turning points: 1898 (Spanish-American War); 1914-1918 (World War I); 1929 (the Great Depression begins); 1939-1945 (World War II); 1957 (Sputnik launch ignites U.S.-Soviet space race); 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon); 1991 (Cold War ends); 2001 (terrorist attacks on World Trade Center and the Pentagon); and 2008 (election of first black president, Barack Obama).

A fairly detailed set of content expectations for the civil rights movement follows, mandating that “The student understands the impact of the American civil rights movement.” Students are expected to:

- Trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments.
- Describe the roles of political organizations that promoted civil rights, including ones from African-American, Chicano, American Indian, women’s, and other civil rights movements.
- Identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., César Chávez, Rosa Parks, Hector P. Garcia, and Betty Friedan.
- Compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.

- Discuss the impact of the writings of Martin Luther King Jr. such as his “I Have a Dream” speech and “Letter from Birmingham Jail” on the civil rights movement.
- Describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965.
- Describe the role of individuals such as governors George Wallace, Orval Faubus and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo.
- Evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process.
- Describe how litigation such as the landmark cases of *Brown v. Board of Education*, *Mendez v. Westminster*, *Hernandez v. Texas*, *Delgado v. Bastrop I.S.D.*, *Edgewood I.S.D. v. Kirby*, and *Sweatt v. Painter* played a role in protecting the rights of the minority during the civil rights movement.

*Brown v. Board of Education* is discussed again later, along with other landmark court decisions including *Plessy*.

**U.S. Government:** The Civil Rights Act of 1964 is mentioned (though not as required content) in the standards for the required one semester class. TEKS specifies that students should:

- Evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of *Hernandez v. Texas* and *Grutter v. Bollinger*.

The civil rights movement is not mentioned in the standards for this class or for any social studies electives outlined in TEKS.

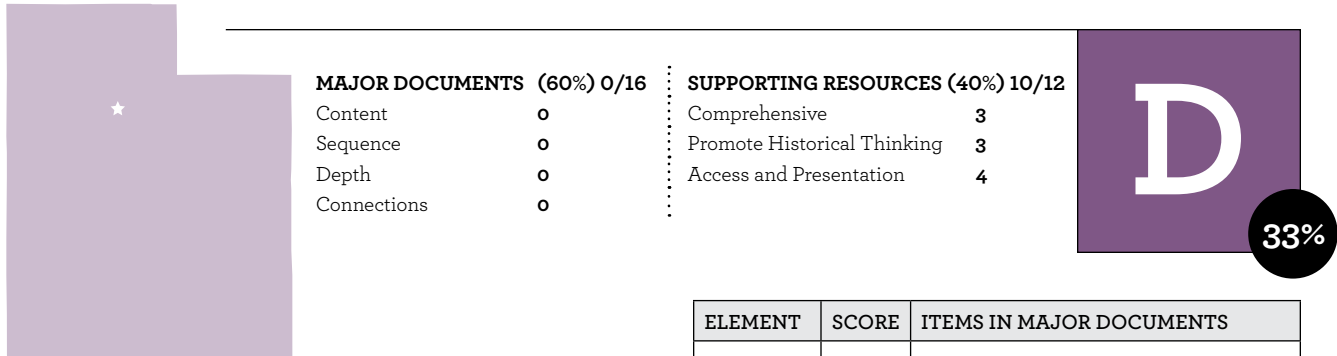
### SUPPORTING MATERIALS

Texas has created the “Project Share” website to share lesson plans and resources. Unfortunately, the site currently indexes only math and science resources. There are no resources supporting teaching and learning about the civil rights movement on the Texas Department of Education website.

### EVALUATION

Texas’s standards are scattershot but have potential. On one hand, the state requires students to learn about a number of personalities both within and opposed to the movement, creating rich guidelines for teachers. On the other hand, the state has entirely omitted requirements for students to learn about key movement groups (CORE, SCLC, SNCC) and key opposition groups (the Ku Klux Klan, for instance), making it seem that the movement and its opposition were more about conflicts between individuals than they were highly organized battles using often controversial strategies and tactics.

Texas would do well to try to offer a more coherent and chronological picture of the movement, rather than mixing it in with other activist endeavors in the same time period. It might also consider developing and indexing resources for teaching and learning about the civil rights movement to supplement the standards. This approach might help teachers and students better fine-tune their teaching and learning, in turn benefiting the diverse students of Texas. ●

**MAJOR DOCUMENTS (60%) 0/16**

Content	○
Sequence	○
Depth	○
Connections	○

**SUPPORTING RESOURCES (40%) 10/12**

Comprehensive	3
Promote Historical Thinking	3
Access and Presentation	4

# UTAH

## THE MAJOR DOCUMENTS

Utah's students begin to learn about the civil rights movement in fifth grade. *Utah's Secondary Core Curriculum for Social Studies* provides requirements for high school.

## ELEMENTARY AND MIDDLE SCHOOL

**Grade 5:** Students are asked to “assess the impact of social and political movements in recent United States history,” with two indicators:

- Identify major social movements of the 20th century (e.g. the women’s movement, the civil rights movement, child labor reforms).
- Identify leaders of social and political movements.

## HIGH SCHOOL

**United States History II:** The standards and objectives for this course provide some additional guidance to teachers about the civil rights movement. Standard nine mandates that “students will understand the emergence and development of the human rights and culture in the modern era.” An objective to “[a]nalyze how the civil rights movement affected United States society” requires students to:

- Identify the causes and consequences of civil rights legislation and court decisions.
- Investigate the fight for the political, economic and social equality of women.
- Analyze how the black civil rights movement utilized both social and political actions to achieve its goals.
- Investigate the gains in civil rights made by the American Indian nations, Mexican Americans and other ethnic groups in the last half of the 20th century.

**U.S. Government and Citizenship:** *Brown* is mentioned in the standards along with other influential court decisions.

The *Core Curriculum* makes no additional mention of the civil rights movement.

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
<b>Leaders</b>	0%	
<b>Groups</b>	0%	
<b>Events</b>	8%	<i>Brown v. Board of Education</i>
<b>History</b>	0%	
<b>Opposition</b>	0%	
<b>Tactics</b>	14%	Tactics
<b>Content</b>	5%	

## SUPPORTING RESOURCES

The Utah Education Network ([uen.org/core/core.do?courseNum=6250](http://uen.org/core/core.do?courseNum=6250)) contains a number of lesson plans and web resources aligned to the state standards. The sample curriculum for U.S. History II contains movement-related content. Students are to “[a]nalyze how the civil rights movement affected American society. There are four expectations listed here:

1. *Identify the causes and consequences of civil rights legislation and court decisions.*
2. *Investigate the fight for political, economic, and social equality of women.*
3. *Analyze how the black civil rights movement utilized both social and political actions to achieve its goals.*
4. *Investigate the gains in civil rights made by the American Indian nations, Mexican Americans, and other ethnic groups in the last half of the twentieth century.”*

This area of the curriculum is linked to two lesson plans. One uses primary sources to teach students that the movement did not simply appear in the 1960s—an essential lesson lacking in the coverage of many states. Included links send teachers to three websites for additional materials, including one that indexes FBI documents and another hosting multimedia resources about Supreme Court decisions.

In addition to online documents, Utah’s State Office of Education now offers an online course for teachers about the civil rights movement as part of an effort to provide substantial professional development opportunities on this crucial time in U.S. history. The course

covers major figures, events and groups in the struggle and the activities of black and white Americans. The course description explains its process this way:

*Each week, you will use some combination of documentary films, archival footage, oral history interviews, articles, photographs, memoirs, primary source materials, and traditional histories to understand the clash of interests between black participants/activists and white supremacists; the critical role of local black people and their white allies (both are often overlooked); and the evolving, expanding struggle that was the civil rights movement. Each week's assignments will place you in the context of people carrying out actions to dismantle American racism, often at great risk to themselves, in order to realize the words of the nation's Declaration of Independence.*

This is a two-credit, eight-week course that our survey of state social studies specialists and superintendents revealed was unique in its breadth and ambition.

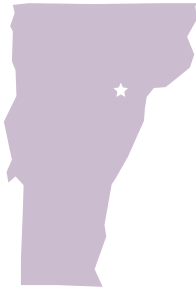
As part of the anniversary of the March on Washington, Utah has created some additional resources. A timeline of events from 1954 into the 1970s with links to specific events during each of those years ([uen.org/core/socialstudies/civil](http://uen.org/core/socialstudies/civil)). This is a rich and well-constructed resource for teachers that curates outside content in a dynamic environment. It is matched by the civil rights resources linked at the Utah Education

Network's "Themepark" ([uen.org/themepark/liberty/civilrights.shtml](http://uen.org/themepark/liberty/civilrights.shtml)), where coverage expands far beyond the standard narrative and resources.

#### EVALUATION

Utah's standards are minimal. They mandate instruction about the civil rights movement with essentially no content other than a reference to divergent tactics and a single mention of *Brown*. They make a vague attempt to link the movement to other liberation movements with no evidence or content.

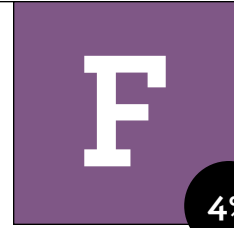
The state's online documents and lesson plans are accessible and well-organized. They offer a broad variety of resources, including many that heavily emphasize the use of original historical documents. The UEN sites will undoubtedly see much traffic from educators within and outside of Utah looking for ideas to teach the movement. The new online course on the civil rights movement stands in stark contrast to the state standards and has the potential to be an exciting new example for other states. ●

**MAJOR DOCUMENTS (60%) 1/16**

Content	0
Sequence	0
Depth	0
Connections	1

**SUPPORTING RESOURCES (40%) 0/12**

Comprehensive	0
Promote Historical Thinking	0
Access and Presentation	0



4%

# VERMONT

## THE MAJOR DOCUMENTS

Vermont's *Framework of Standards and Learning Opportunities* (last revised in 2000) provides requirements for teaching the civil rights movement. In 2004, Vermont's State Board of Education produced a supplemental document, *Grade Expectations for Vermont's Framework of Standards and Learning Opportunities*. This document identifies Grade Cluster Expectations (GCEs), described as "more specific statements of the Vermont standards."

### ELEMENTARY AND MIDDLE SCHOOL

**Pre-K-4:** Martin Luther King Jr. is included in the state's history and social sciences standards setting out "how democratic values came to be and how people, (e.g., Washington, Lincoln, King) events (e.g., 4th of July, Memorial Day, Labor Day) and symbols (e.g., flags, eagles) have exemplified them."

**Grade 6-8:** The social studies GCEs mention the civil rights movement once, saying that students should "connect the past with the present" by "[i]nvestigating how events, people, and ideas have shaped the United States and/or the world; and hypothesizing how different influences could have led to different consequences (e.g., How did the civil rights movement change the United States, and how might the United States be different if it had never happened?)."

### HIGH SCHOOL

Vermont does not require study of the civil rights movement in high school, although a few of the GCEs have suggested content related to the movement. The state asks students to "act as citizens by [a]nalyzing and evaluating changes in the interpretation of rights and responsibilities of citizenship over time (e.g., changes in voting age, changes in voting rights for women and African Americans)." Later, the Ku Klux Klan is included as a suggestion for analyzing subcultures (along with "Goths" and "Hippies"). A few additional CGEs elsewhere in the Civics, Government and Society strand

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
<b>Leaders</b>	13%	Martin Luther King Jr.
<b>Groups</b>	0%	
<b>Events</b>	0%	
<b>History</b>	0%	
<b>Opposition</b>	25%	Ku Klux Klan
<b>Tactics</b>	0%	
<b>Content</b>	5%	

touch on issues of race, but none are directly related to the civil rights movement.

### SUPPORTING RESOURCES

Vermont shares instructional resources through the Vermont Education Exchange. This site is only available to Vermont educators. There are no civil rights movement resources on the Department of Education's website itself.

### EVALUATION

Vermont's standards and frameworks fail to set forth explicit requirements to learn about the civil rights movement. ●



**MAJOR DOCUMENTS (60%) 8/16**

Content	1
Sequence	3
Depth	2
Connections	2

**SUPPORTING RESOURCES (40%) 12/12**

Comprehensive	4
Promote Historical Thinking	4
Access and Presentation	4

**B****70%**

# VIRGINIA

## THE MAJOR DOCUMENTS

The state of Virginia fully implemented its new *History and Social Science Standards of Learning* for the first time in the 2010-11 school year. The Virginia Department of Education explains that the state's *Standards of Learning* (SOL) and *Curriculum Framework* "comprise the history, civics and geography content that teachers in Virginia are expected to teach and students are expected to learn."

In Virginia, history instruction begins in kindergarten. Beginning with fourth grade, it continues in a sequence of courses (Virginia Studies, U.S. History to 1865, U.S. History to Present, Civics & Economics, World History & Geography to 1500, World History & Geography 1500-Present, World Geography, Virginia & U.S. History, Virginia & U.S. Government). For all of these, the state issues four documents: standards, a curriculum framework, the "Enhanced Scope & Sequence" and blueprints for test construction. The standards and framework were considered as the state's major documents, while the lessons in the scope and sequence were evaluated as supporting documents.

## ELEMENTARY AND MIDDLE SCHOOL

**Kindergarten:** The History and Social Science Standards of Learning for Virginia Public Schools (2008) requires that students learn about Martin Luther King Jr. in kindergarten as part of a unit on national holidays.

**Grade 2:** Students learn about King as part of civics instruction. He is included in a list with Jackie Robinson, George Washington and others as "Americans whose contributions improved the lives of other Americans."

**Grade 3:** In civics, students are asked to identify the contributions of several influential Americans including Rosa Parks, Thurgood Marshall and Martin Luther King Jr.

Virginia's curriculum frameworks for each course are designed to add to the standards by identifying

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
<b>Leaders</b>	63%	Martin Luther King Jr., Rosa Parks, Jackie Robinson, Thurgood Marshall, Oliver Hill
<b>Groups</b>	0%	
<b>Events</b>	50%	1964 Civil Rights Act, 1965 Voting Rights Act, <i>Brown</i> , Montgomery Bus Boycott, Freedom Rides, March on Washington
<b>History</b>	43%	Armed forces desegregation, <i>de facto</i> , <i>de jure</i> , Jim Crow, literacy tests, poll taxes
<b>Opposition</b>	25%	White resistance
<b>Tactics</b>	29%	Nonviolence, sit-ins
<b>Content</b>	<b>35%</b>	

"Essential Understandings, Essential Questions, Essential Knowledge and Essential Skills."

"Essential Knowledge" is provided for each named figure or event. The information provided for Martin Luther King Jr. (or his holiday) for the early grades shows ascending levels of detail:

- *Martin Luther King Jr. Day: This is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January. (Kindergarten)*
- *Martin Luther King Jr.: He was an African-American minister who worked so that all people would be treated fairly. He led peaceful marches and gave speeches. (Grade 2)*
- *Martin Luther King Jr.: He was an African-American minister who worked for equal rights for all people. He helped bring about changes in laws through peaceful means. (Grade 3)*

**Virginia Studies (Grade 4):** Standards for the Virginia Studies course discuss state resistance to the events of

the civil rights movement: “The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by ... identifying the social and political events in Virginia linked to desegregation and massive resistance and their relationship to national history.”

The curriculum framework clarifies this standard with essential understandings, questions and knowledge reproduced in Table 15:

TABLE 15

ESSENTIAL UNDERSTANDINGS	
After World War II, African Americans demanded equal treatment and the recognition of their rights as American citizens.	As a result of the civil rights movement, laws were passed that made racial discrimination illegal.
ESSENTIAL QUESTIONS	
What changes occurred in Virginia as a result of the civil rights movement?	
ESSENTIAL KNOWLEDGE	
<p style="text-align: center; margin: 0;"><b>TERMS TO KNOW</b></p> <p style="text-align: center; margin: 5px 0;"><b>segregation</b></p> <p style="margin: 5px 0;">The separation of people, usually based on race or religion</p> <p style="text-align: center; margin: 10px 0;"><b>desegregation</b></p> <p style="margin: 5px 0;">Abolishment of racial segregation</p> <p style="text-align: center; margin: 10px 0;"><b>integration</b></p> <p style="margin: 5px 0;">Full equality of people of all races in the use of public facilities and services</p>	<p style="text-align: center; margin: 0;"><b>DESEGREGATION AND MASSIVE RESISTANCE IN VIRGINIA</b></p> <ul style="list-style-type: none"> <li>The U.S. Supreme Court ruled in 1954 (<i>Brown v. Board of Education</i>) that separate but equal public schools were unconstitutional.</li> <li>All public schools, including those in Virginia, were ordered to desegregate.</li> <li>Virginia’s government established a policy of Massive Resistance, which fought to “resist” the integration of public schools.</li> <li>Some schools were closed to avoid integration.</li> <li>The policy of Massive Resistance failed, and Virginia’s public schools were finally integrated.</li> <li>Harry F. Byrd, Sr., led the Massive Resistance movement against the desegregation of public schools.</li> </ul>

**United States History—1865 to the Present (Grade 6 or 7):** Civil rights is mentioned briefly.

The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by:

- Examining the civil rights movement and the changing role of women.
- Describing the development of new technologies in communication, entertainment, and business and their impact on American life.

- Identifying representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically.
- Examining American foreign policy, immigration, the global environment, and other emerging issues.

The curriculum framework for U.S. history after World War II discusses this standard in some depth. The essential understandings, questions and knowledge related to the civil rights movement are reproduced in Table 16.

In addition, desegregation of the armed forces is mentioned as essential knowledge under Standard USII.8d.

TABLE 16

ESSENTIAL UNDERSTANDINGS	
The civil rights movement resulted in legislation that ensured constitutional rights to all citizens of the United States regardless of race.	Women activists were inspired by the achievements of the civil rights movement and took action to gain equality for women, particularly in the workplace.
ESSENTIAL QUESTIONS	
What were some effects of segregation on American society?	How did the African-American struggle for equality become a mass movement?
How were women disadvantaged in the workplace?	How did the law support the struggle for equality for African Americans?
What actions were taken to improve conditions for women?	
ESSENTIAL KNOWLEDGE	
<p><b>SOME EFFECTS OF SEGREGATION</b></p> <ul style="list-style-type: none"> <li>• Separate educational facilities and resources for white and African-American students</li> <li>• Separate public facilities (e.g., restrooms, drinking fountains, restaurants)</li> <li>• Social isolation of races</li> </ul> <p><b>CHANGING ROLE OF WOMEN</b></p> <ul style="list-style-type: none"> <li>• Workplace disadvantages:                             <ul style="list-style-type: none"> <li>– Discrimination against women in hiring practices</li> <li>– Lower wages for women than for men doing the same job</li> </ul> </li> <li>• Improved conditions:                             <ul style="list-style-type: none"> <li>– National Organization for Women (NOW)</li> <li>– Federal legislation to force colleges to give women equal athletic opportunities</li> </ul> </li> <li>• The Equal Rights Amendment, despite its failure, and a focus on equal opportunity employment created a wider range of options and advancement for women in business and public service.</li> </ul>	<p><b>CIVIL RIGHTS MOVEMENT</b></p> <ul style="list-style-type: none"> <li>• Opposition to <i>Plessy v. Ferguson</i>: “Separate but equal”</li> <li>• <i>Brown v. Board of Education</i>: Desegregation of schools</li> <li>• Martin Luther King Jr.: Passive resistance against segregated facilities; “I have a dream...” speech</li> <li>• Rosa Parks: Montgomery Bus Boycott</li> <li>• Organized protests, Freedom Riders, sit-ins, marches</li> <li>• Expansion of the NAACP</li> <li>• Civil Rights Act of 1964</li> <li>• Voting Rights Act of 1965</li> </ul>

**HIGH SCHOOL**

**U.S. Government:** There is no mention of the civil rights movement per se in the standards for this course. However, the essential knowledge provided in support of one standard (“The student will demonstrate knowledge of civil liberties and civil rights by ... explaining every citizen’s right to be treated equally under the law”) includes reference to the civil rights movement and the history of discrimination.

**Virginia and United States History:** The standards treat the civil rights movement with more depth than the standards for other courses. One standard requires students to “demonstrate knowledge of the civil rights movement of the 1950s and 1960s.” It includes two sub-standards, reproduced in Table 17 along with their accompanying framework-designated understandings, questions and knowledge:

TABLE 17

STANDARD VUS.14a	STANDARD VUS.14b
Identifying the importance of the <i>Brown v. Board of Education</i> decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded	Describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964 and the Voting Rights Act of 1965
ESSENTIAL UNDERSTANDINGS	ESSENTIAL UNDERSTANDINGS
By interpreting its powers broadly, the United States Supreme Court can reshape American society.	African Americans, working through the court system and mass protest, reshaped public opinion and secured the passage of civil rights.
ESSENTIAL QUESTIONS	ESSENTIAL QUESTIONS
What was the significance of <i>Brown v. Board of Education</i> ?  What roles did Thurgood Marshall and Oliver Hill play in the demise of segregated schools?  How did Virginia respond to the <i>Brown v. Board of Education</i> decision?	How did the 1963 March on Washington influence public opinion about civil rights?  How did the legislative process advance the cause of civil rights for African Americans?  How did the NAACP advance civil rights for African Americans?
ESSENTIAL KNOWLEDGE	ESSENTIAL KNOWLEDGE
<p style="text-align: center;"><b>BROWN V. BOARD OF EDUCATION</b></p> <ul style="list-style-type: none"> <li>Supreme Court decision that segregated schools are unequal and must desegregate</li> <li>Included Virginia case</li> </ul> <p style="text-align: center;"><b>KEY PEOPLE</b></p> <ul style="list-style-type: none"> <li>Thurgood Marshall: NAACP Legal Defense Team</li> <li>Oliver Hill: NAACP Legal Defense Team in Virginia</li> </ul> <p style="text-align: center;"><b>VIRGINIA’S RESPONSE</b></p> <ul style="list-style-type: none"> <li>Massive Resistance: Closing some schools</li> <li>Establishment of private academies</li> <li>White flight from urban school systems</li> </ul>	<p style="text-align: center;"><b>NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE (NAACP)</b></p> <ul style="list-style-type: none"> <li>Challenged segregation in the courts.</li> </ul> <p style="text-align: center;"><b>1963 MARCH ON WASHINGTON</b></p> <ul style="list-style-type: none"> <li>Participants were inspired by the ‘I Have a Dream’ speech given by Dr. Martin Luther King Jr.</li> <li>The march helped influence public opinion to support civil rights legislation.</li> <li>The march demonstrated the power of nonviolent, mass protest.</li> </ul> <p style="text-align: center;"><b>CIVIL RIGHTS ACT OF 1964</b></p> <ul style="list-style-type: none"> <li>The act prohibited discrimination based on race, color, religion, gender or national origin.</li> <li>The act desegregated public accommodations.</li> <li>President Lyndon B. Johnson played an important role in the passage of the act.</li> </ul> <p style="text-align: center;"><b>VOTING RIGHTS ACT OF 1965</b></p> <ul style="list-style-type: none"> <li>The act outlawed literacy tests.</li> <li>Federal registrars were sent to the South to register voters.</li> <li>The act resulted in an increase in African- American voters.</li> <li>President Johnson played an important role in the passage of the act.</li> </ul>

## SUPPORTING RESOURCES

In addition to its standards and frameworks, Virginia provides a detailed scope and sequence for its social studies classes. *The History and Social Science Enhanced Scope and Sequence (ESS) Sample Lesson Plans* provides examples for implementing the standards and framework. These lessons are sequenced throughout grade levels and clearly organized online ([doe.virginia.gov/testing/sol/standards\\_docs/history\\_socialscience/2008/lesson\\_plans/index.shtml](http://doe.virginia.gov/testing/sol/standards_docs/history_socialscience/2008/lesson_plans/index.shtml)).

Civil rights movement-related lessons begin in kindergarten, with “Happy Birthday, Dr. King!” Second-grade content includes lessons about Jackie Robinson and Martin Luther King Jr. Third-grade lessons add Rosa Parks and Thurgood Marshall for biographical study. In fourth grade, a sample lesson plan for the Virginia History course focuses on Jim Crow and massive resistance, pointing teachers to a number of online resources. In addition to lessons prefacing the civil rights movement, the sample plans supporting U.S. History 1865-Present include content on school desegregation and the philosophy of nonviolent action. High school lessons build on this content, including a lesson that specifically addresses the roots of the movement before 1954. A sample lesson for the Virginia and United States Government course links the civil rights movement to essential understandings of citizenship.

The Virginia Department of Education provides civil rights education instructional resources on their History and Social Science Instruction Web page ([doe.virginia.gov/instruction/history/resources.shtml#civilrights](http://doe.virginia.gov/instruction/history/resources.shtml#civilrights)). These teacher, student and parent resources and information come from the Virginia General Assembly’s *Brown v. Board of Education* Scholarship Committee, as well as the Dr. Martin Luther King Jr. Memorial Commission. The resources include a variety of audio, video, print resources and lesson plans selected by the Commonwealth of Virginia’s Division of Legislative Services that help explain the civil rights movement as well as Virginia’s role in the movement and the impact of massive resistance in communities across the state. Virginia Department of Education staff members serve on the Dr. Martin Luther King Jr. Memorial Commission and act as a conduit to provide information from the Commission to Virginia’s 132 school divisions and their teachers.

The Virginia Department of Education maintains multiple partnerships with museums and cultural institutions. Staff members work with the Virginia Association of Museums to inform Virginia teachers of staff-development opportunities related to civil rights education.

The state’s June 2013 conference was civil-rights-themed and open to all Virginia teachers. Virginia Department of Education staff members continue to be a part of the Moton Museum ([motonmuseum.org](http://motonmuseum.org)) education team to develop museum space for students as well as develop online resources for teachers. The Moton Museum is part of the Civil Rights in Education Heritage Trail ([varetreat.com/adventures/history-adventures/civil-rights-in-education-heritage-trail](http://varetreat.com/adventures/history-adventures/civil-rights-in-education-heritage-trail)). Staff are currently working with the Student and Teacher Programs Coordinator for the National Museum of African American History and Culture, Smithsonian Institution to share the programs and online resources available to Virginia teachers while the National Museum of African American History and Culture is under construction.

## EVALUATION

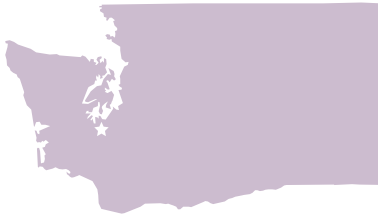
While Virginia’s standards devote a good bit of ink to the civil rights movement, they lack necessary breadth. These standards do have potential; some tweaks and expansions could go a long way toward improving the required content.

On one hand, the state requires students to learn about a number of personalities both within and opposed to the movement, creating rich guidelines for teachers. On the other hand, the state has entirely omitted requirements for students to learn about key movement groups (CORE, SCLC, SNCC) and key opposition groups (the Ku Klux Klan, for instance), making it seem that the movement and its opposition were more about conflicts between individuals than they were highly organized battles using often controversial strategies and tactics.

Virginia’s list of notable events is a bit scattershot—it does not mention Little Rock, the Birmingham protests, Mississippi Freedom Summer, the 24th Amendment or the Selma-to-Montgomery March. On the other hand, it does cover much Virginia history (including Massive Resistance) that is not addressed in our rubric. Unfortunately, this seems to come at the expense of an exploration of national resistance to the civil rights movement.

Virginia’s resources, on the other hand, are rich and varied. While some (especially the second- and third-grade lessons) take a fairly conventional “What do I know? What do I want to know? What have I learned?” (KWL) approach with little innovation in content or approach, the lessons for later grades provide excellent examples. They are easy to access and well-organized. Where the state really shines is in its extended reach beyond simple lesson and unit plans—the partnerships with museums and cultural organizations show that

Virginia is dedicated to providing first-rate resources for teachers and students to learn about the civil rights movement and its impact, both locally and nationally. ●



<b>MAJOR DOCUMENTS (60%) 4/16</b>	
Content	0
Sequence	1
Depth	1
Connections	2

<b>SUPPORTING RESOURCES (40%) 5/12</b>	
Comprehensive	2
Promote Historical Thinking	2
Access and Presentation	1

D

32%

# WASHINGTON

## THE MAJOR DOCUMENTS

The State of Washington's Office of the Superintendent of Public Instruction's *K-12 Social Studies Learning Standards* (May 2008) includes the "K-12 Social Studies Grade Level Expectations" (GLE) and "Essential Academic Learning Requirements" (EALR). In January 2013, Washington amended the civics standards for the 11th and 12th grades, issuing an errata sheet.

In addition to the *Standards* and the EALR, Washington's Office of the Superintendent of Public Instruction publishes suggested *Unit Outlines* by grade level to support social studies instruction. These are included in the major documents because they serve the same function as frameworks in other state—the unit outlines do not prescribe a program of study, as a curriculum might; rather, they add suggested examples to the grade-level expectations.

## ELEMENTARY AND MIDDLE SCHOOL

**Grade 8:** The eighth-grade *Unit Outlines* suggests that students should be able to explain "how Reconstruction and the emergence of Jim Crow laws help to define U.S. history following the Civil War."

## HIGH SCHOOL

**Civics:** Civics mandates in 11th grade cover the civil rights movement. Four examples of student-performance expectations are specifically relevant:

- Examines how the *Brown v. Board of Education* decision promotes equality as one of the goals of our nation.
- Examines how the "Letter From a Birmingham Jail" promotes equality as one of the goals of our nation.
- Examines how the Civil Rights Act sought to extend democratic ideals.
- Critiques how courts and government policies have supported or failed to support civil rights.

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	25%	Martin Luther King Jr., Malcolm X
Groups	0%	
Events	8%	<i>Brown v. Board of Education</i>
History	14%	Jim Crow
Opposition	0%	
Tactics	0%	
<b>Content</b>	<b>8%</b>	

**History:** The EALR requires students to understand and apply knowledge of history. The associated GLE requires students to understand how six themes help to define eras in U.S. history. One theme is "Movements and domestic issues (1945-1991)"

Students are required to understand that there are multiple perspectives and interpretations of historical events. One GLE suggests, in part, that this requirement could be filled if students develop "a position after examining competing historical interpretations of the effect Malcolm X had on the civil rights movement."

The *Unit Outlines* adds additional suggested examples of student performance related to the civil rights movement in 11th and 12th grades:

- Explains how the United Farm Workers, civil rights movement, and feminist movement help to define U.S. history after World War II as a time of social movements.
- Examines the way that African Americans used the court system to influence civil rights legislation.
- Examines the way that migrant workers impacted agricultural labor.
- Examines how the use of boycotts and demonstrations led by various ethnic groups has resulted in social change in the United States.

- Examines cultural interactions between residents in Los Angeles' Watts neighborhood and members of the Los Angeles Police Department before and after the 1965 riots.

### SUPPORTING RESOURCES

In 2011, the Washington State Legislature approved a resolution (RCW 28A.230.178) supporting teaching and learning about the civil rights movement:

*School districts are encouraged to prepare and conduct a program at least once a year to commemorate the history of civil rights in our nation, including providing an opportunity for students to learn about the personalities and convictions of heroes of the civil rights movement and the importance of the fundamental principle and promise of equality under our nation's Constitution.*

In support of this resolution, Washington's Office of the Superintendent of Public Instruction has produced civil rights education resources ([k12.wa.us/SocialStudies/Resources.aspx](http://k12.wa.us/SocialStudies/Resources.aspx)). This page links to a small number of well-selected websites, including many that heavily promote the use of original historical documents. Although these websites are not annotated in a way that would direct teachers quickly to relevant information, they contain many outstanding materials. There are no lesson or unit plans on this part of the OSPI's site.

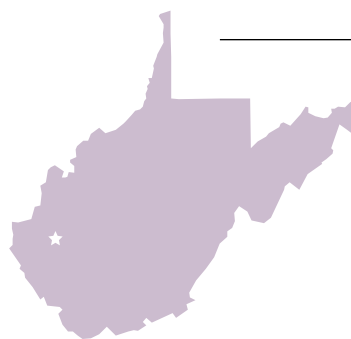
### EVALUATION

Washington's standards lack breadth and depth. The state's low score in all rubric categories is indicative of how much work it has left to do to set meaningful standards for learning about the civil rights movement. There are no requirements for learning about diverse leaders, other than the classic Malcolm X-Martin Luther King Jr. pairing. This requirement is not a substitute for content requirements that explore meaningful differences among diverse tactics and strategies that both make the movement come alive for today's students but also open up new possibilities for civic engagement.

Washington requires no study of groups, and no study of white resistance or opposition to the movement. This latter omission misses an opportunity to educate students about racism and its manifestations while making it seem that the civil rights movement was somehow inevitable or easy.

To help schools and teachers fulfill the ambition of the Washington legislature, the OSPI should consider dramatically expanding its offerings to teachers working to help students understand this essential era in American history. ●

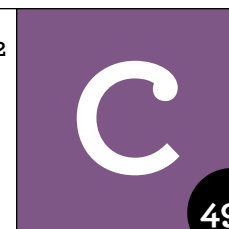


**MAJOR DOCUMENTS (60%) 5/16**

Content	1
Sequence	2
Depth	1
Connections	1

**SUPPORTING RESOURCES (40%) 9/12**

Comprehensive	3
Promote Historical Thinking	3
Access and Presentation	3



# WEST VIRGINIA

## THE MAJOR DOCUMENTS

West Virginia's *Next Generation Content Standards* came into effect in July 2012. It links standards with more specific learning objectives.

### ELEMENTARY AND MIDDLE SCHOOL

**Grade 2:** Students “give examples of symbols, icons and traditions of the United States, recite the Pledge of Allegiance, and participate in national celebrations (e.g., Martin Luther King Jr. Day, Presidents Day and Flag Day.”

**Grade 5:** The *Standards* mentions the Ku Klux Klan in the context of Reconstruction.

**Grade 6:** Students “examine and analyze various acts of patriotism and civil discourse in response to events throughout United States history (e.g., support of American military during wartime, Vietnam protests, civil rights, respect for the flag and response of Americans to 9/11).”

### HIGH SCHOOL

The 10th-grade objectives require students to learn about civil disobedience, though it is not linked to the civil rights movement. Jim Crow laws are mentioned in the Reconstruction era, also in 10th grade. *Brown* makes an appearance in the 11th-grade objectives as one in a list of “court cases essential to fundamental democratic principles and values.” Several 11th-grade objectives contain more specific content:

- Students will examine and identify the foundations of the civil rights movement through the documents (e.g., Declaration of Independence, U.S. Constitution, etc.) and Supreme Court decisions (e.g., *Plessy v. Ferguson* and *Brown v. BOE Topeka*).
- Students will investigate and cite examples of intolerance, prejudice, persecution, discrimination and segregation (e.g., Black Codes and Jim Crow laws).
- Students will debate the role of activists for and against the civil rights movement (e.g., KKK, Black

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	13%	Martin Luther King Jr.
Groups	67%	SCLC, SNCC
Events	8%	<i>Brown v. Board of Education</i>
History	14%	Jim Crow
Opposition	25%	Ku Klux Klan
Tactics	14%	Black Power
<b>Content</b>	<b>24%</b>	

Panthers, Dr. Martin Luther King Jr., SCLC, Student Non-violent Coordinating Committee, AIM, Chicano movement and UFWOC).

- Students will design a timeline of the civil rights movement in the United States that includes key people, places and events.

### SUPPORTING RESOURCES

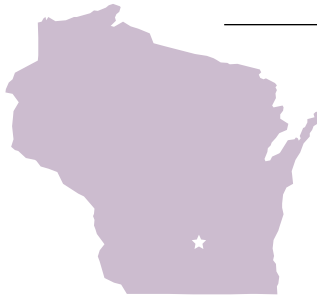
West Virginia's Department of Education shares lessons and instructional materials through the state's Teach 21 portal ([wvde.state.wv.us/teach21](http://wvde.state.wv.us/teach21)). This site is easy to navigate and indexes a number of resources for teaching about the civil rights movement. The Department of Education has combed through the resources here and placed them in sequenced units by grade for ease of access. This list contains many units by West Virginia teachers, including the curiously named “Civil Rights—Achievement or Disaster?” The civil rights units in the Teach 21 portal are well-constructed, using many original historical documents and employing best practices in lesson planning, including journaling, specifically identified academic vocabulary and diverse culminating activities. Unlike many states, the material for early grades (especially sixth grade) outshines high school content.

### EVALUATION

West Virginia's coverage of the civil rights movement has improved since our 2011 report, but the state still has some distance to cover before it offers a coherent

and comprehensive treatment of one of the most important eras in American history. The objectives have wording that is at times confusing or confounding. For example, it is odd to find the KKK in the same list as SNCC described as “activists” related to the civil rights movement. Overall, the standards and objectives hit some key ideas but fail to place the movement in a rich context that facilitates student understanding not just of the civil rights movement but of the larger trajectory of American history.

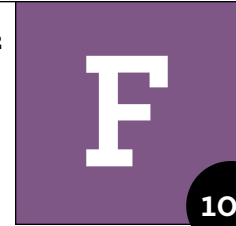
West Virginia’s supporting materials are above average. The Teach 21 portal shows considerable promise in helping teachers reach beyond the limited and sometimes confusingly sequenced content in the state standards and objectives. ●

**MAJOR DOCUMENTS (60%) 0/16**

Content	0
Sequence	0
Depth	0
Connections	0

**SUPPORTING RESOURCES (40%) 1/12**

Comprehensive	1
Promote Historical Thinking	1
Access and Presentation	1



# WISCONSIN

## THE MAJOR DOCUMENTS

Wisconsin is a local-control state. The Wisconsin *Model Academic Standards for Social Studies* introduction (2009) does not require students to learn about the civil rights movement.

## ELEMENTARY AND MIDDLE SCHOOL

The fourth-grade standards include Martin Luther King Jr. in a section on national holidays: “Explain the significance of national and state holidays, such as Independence Day and Martin Luther King Jr. Day, and national and state symbols, such as the United States flag and the state flags.”

## HIGH SCHOOL

The high school political science and citizenship standards stop short of mentioning the civil rights movement specifically, but do require the following: “Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women.”

## SUPPORTING RESOURCES

Wisconsin’s Department of Education offers *Planning Curriculum in Social Studies* (2001), a guide to implementing the state standards, for purchase from its publications office. The book can be shipped with a CD-ROM for an additional price. This outstanding document is a uniquely useful resource for social studies teachers, regardless of their grade level or specialty. The guide takes care to educate teachers about the evolving nature of history as an academic discipline, as the following passage shows:

*Over the years history as a discipline has traditionally focused on descriptive narrative based on political actions, presidential eras, military battles, and economic history, including the rise of industry and the growth of business, with an emphasis on Western civilization (Europe and the United States). More recently, however, this focus has changed as historians have begun to use methodologies*

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	13%	Martin Luther King Jr.
Groups	0%	
Events	0%	
History	0%	
Opposition	0%	
Tactics	0%	
<b>Content</b>	<b>0%</b>	

*from behavioral science—probing the beliefs and studying the actions of political leaders, taking polls, analyzing institutional policies, and incorporating statistical analysis (social mathematics) into their research. They have extended their research and enlarged their perspectives to include study of the historical role of women, patterns of family structure, children, common people, and minorities; movements such as class conflict, immigration, and civil rights; and relationships between groups and institutions.*

Reading the guide can feel at times like taking a master class in social studies instruction. Its meditations on student assessment and effective instruction are extremely insightful and informed. A handful of activities in the guide refer to civil rights movement topics, but these are not elaborated. To be fair, the document is not designed to support teaching specific social studies topics.

## EVALUATION

Wisconsin’s standards are broad and general. Their lack of detail covering the civil rights movement is part of an overall lack of depth. This represents a missed opportunity to set high expectations for learning about one of American history’s most important events. The state’s major social studies resource, *Planning Curriculum in Social Studies*, is a very useful document for social studies teachers despite its lack of coverage of the civil rights movement (or other specific eras). Unfortunately, it is expensive and difficult to access. ●



**MAJOR DOCUMENTS (60%) 0/16**

- Content
- Sequence
- Depth
- Connections

**SUPPORTING RESOURCES (40%) 0/12**

- Comprehensive
- Promote Historical Thinking
- Access and Presentation



# WYOMING

## THE MAJOR DOCUMENTS

Wyoming’s 2008 *Social Studies Content and Performance Standards* does not include requirements for students to learn about the civil rights movement. The state is currently considering new social studies standards. The draft standards contain one mention of a civil rights movement figure, as students are asked to “[i]dentify and describe the tensions between cultural groups, social classes and/or individuals in Wyoming and the United States. (e.g. Martin Luther King Jr., Rosa Parks, Helen Keller, Sacagawea, Chief Washakie).

## SUPPORTING RESOURCES

The Wyoming Department of Education’s website does not contain resources to support teaching and learning about the civil rights movement.

## EVALUATION

Wyoming does not require students to learn about the civil rights movement. This represents a missed opportunity to set high expectations for learning about one of American history’s most important events.●

ELEMENT	SCORE	ITEMS IN MAJOR DOCUMENTS
Leaders	0%	
Groups	0%	
Events	0%	
History	0%	
Opposition	0%	
Tactics	0%	
<b>Content</b>	<b>0%</b>	

# APPENDIX B Methodology

The methods we employed to grade the states in 2014 differ in two major ways from the 2011 report. First, we moved away from a “checklist” approach to the content standards and considered additional aspects of states’ major documents. Second, we also considered states’ supporting resources. As Table 2 (page 15) shows, major documents counted for 60 percent of a state’s score, with supporting resources counting for 40 percent.

## THE MAJOR DOCUMENTS

Our examination of the major documents rated states in four areas: content, sequence, depth, and connections. The score in these areas made up 60 percent of a state’s final grade.

## CONTENT

Our content analysis proceeded in two stages. First, we assigned scores to each state by comparing its standards and frameworks to the standardized rubric of content expectations developed for the 2011 report. (See page 133.) Next, we looked at aggregate levels of detail required overall in major documents across all states. The rubric allowed us to compare states to each other fairly, while the secondary analysis gave us a sense of both the breadth and the “middle” of state expectations regarding the civil rights movement.

Events and major figures in the civil rights movement were predominantly Southern, so it was important for this study to create a fair rubric that would not benefit states based solely on their geography. Most states, along with the District of Columbia, require a class or unit on state history. Students in Southern states might, in theory, be required to learn more about the civil rights movement than students in Western states. This study controls for that imbalance as much as possible.

The rubric in Table 18 was developed through closely reading a dozen of the most widely used American history textbooks over a variety of grade levels and in consultation with historians in the field. It evaluates states based on their required coverage of essential content as well as their integration of the civil rights movement into a larger instructional approach. We tried, with this rubric, to set out an approachable span of core knowledge that a competent citizen needs to gain a reasonably full understanding of the civil rights movement. It is neither complete nor exhaustive; rather, it represents an attempt to synthesize essential

## About the Content Rubric

The greatest focus of this rubric is on specific *content* that students should know. We divided this content into six categories: *leaders*, *groups*, *events*, *history (causes)*, *opposition* and *tactics*. States were assigned a score of 0 to 4 based on their content score, where 80 percent earned a score of 4, 60 percent a score of 3, 40 percent a score of 2, 20 percent a score of 1 and less than 20 percent a zero. Considered as part of our weighted rubric, essential content contributed to 15 percent of a state’s overall score.

Of necessity, the rubric is incomplete. In particular, it reflects a regional version of the civil rights movement which, while consistent with textbook and state versions of events, is increasingly at odds with more nuanced portrayals of the movement in modern scholarship. There is no dispute among historians that key activists and events happened outside the South. The rubric attempts to capture some of this by allowing states the freedom to name their own influential leaders, but the events category remains a hybrid of national and Southern tipping points.

Using the rubric, state standards and frameworks were read and assigned a value of 1 for each specific component included. For example, in the category dealing with movement leaders, states were given a 1 if they mentioned that students should learn about Martin Luther King Jr. and another 1 if they mentioned Rosa Parks. Thus a full list of movement leaders required by the states, collectively, was developed. States were coded a 0 or 1 for each leader depending on whether they required study of that leader. States received a score in each of the rubric’s categories. For example, in the *leaders* category, states were assigned a score based on the percentage of eight leaders they identified to be studied. If states identified six of the recommended eight, the raw score for *leaders* was 75 percent. The other categories (*groups*, *events*, *history*, *opposition*, *tactics*) were scored similarly, according to the items and accompanying weights in the rubric. Full coding for each state is found in Appendix A.

information while appreciating the time constraints faced by teachers.\*

### SEQUENCE

We looked at sequencing at three levels. First, we wanted to see if states talked about the movement as something that expanded beyond the common “Memphis to Montgomery” timeline. The civil rights movement is both wider and longer than textbooks and standards often lead us to believe. Many state documents reflected this reach. Some states reached backward, linking the movement to the Great Migration and pioneers like W. E. B. Du Bois. Other states looked forward, discussing the “long hot summers” of the 1970s.

Second, we examined sequencing in the context of the arc of American history. We were interested to see if, and how, states made an effort to make sense of the civil rights movement in its broader historical context. States did this differently. Some states depicted the movement as part of a larger struggle for minority enfranchisement. Others framed the movement in terms of the tension between state and federal rights. Some made no effort here, listing the movement as one of many events occurring after World War II.

Finally, we looked at sequencing across grade levels to see when states introduced the civil rights movement and how the ideas progressed as students matured. States were assigned a score of 0 to 4 in this area. A score of 4 meant that a state was exceptional in one or more areas in addition to covering the others. Sequencing accounted for 15 percent of a state’s final grade.

### DEPTH

For depth, the report assessed the way states’ major documents discussed three aspects of the civil rights movement. First, we wanted to know if the causes of the civil rights movement were clearly presented. Second, we were curious if the major documents were clear about the nature of resistance to the movement. This allowed us to include specific state reactions as well as other concepts like the Dixiecrats and Massive Resistance not captured in the content score. Finally, we looked at whether documents encouraged students to learn about conflicts within the civil rights

movement. This meant going beyond including figures like Stokely Carmichael or Malcolm X in a list of “important figures.” States were assigned a score of 0 to 4 in this area. A score of 4 meant that a state was exceptional in one or more areas in addition to covering the others. Depth accounted for 15 percent of a state’s final grade.

### CONNECTIONS

In the 2011 report, 15 percent of a state’s grade was based on the way its standards connected the civil rights movement to the broader context of students’ lived experience. This report has increased the emphasis. We graded connections made in the major documents in three ways. First, we looked at whether states connected the civil rights movement to present-day events. Second, we evaluated the connections made to civic education. Some states explicitly discuss the lessons of active citizenship that can be drawn from the civil rights movement; others embed discussion of key movement events and ideas in their civics and government standards. Others made no connections, leaving it up to teachers to connect the dots for their students. Finally, we looked at whether states made connections between the civil rights movement and other movements in the 21st century. For this area, it was not enough to simply mention the civil rights movement in a list of other struggles. Outstanding states made connections explicit or encouraged students to compare tactics, ideas and strategies. States were assigned a score of 0 to 4 in this area. A score of 4 meant that a state was exceptional in one or more areas in addition to covering the others. Connections accounted for 15 percent of a state’s final grade.

### SUPPORTING RESOURCES

Our examination of supporting resources rated states in three areas. We looked at whether these resources were comprehensive, if they promoted historical thinking and how they were presented. The score in these areas accounted for 40 percent of a state’s final grade.

### COMPREHENSIVE

State resources that were comprehensive crossed grade levels to reach students at different ages. They covered many aspects of the movement, reaching beyond the aspects covered in the major documents. Finally, comprehensive resources included several lesson and unit plans. States were assigned a score of 0 to 4 in this area. States that received a score of 4 had resources that reached beyond the norm, making the civil rights movement relevant to the state’s

\* Our content rubric is necessarily limited. It tries to balance what is most likely being taught in the classroom with what should be taught in the classroom. Of necessity, this means that it still represents a much narrower understanding of the movement than that of professional movement historians.

TABLE 18

## Rubric Evaluating the Major Documents' Coverage of the Civil Rights Movement

### Identify important *leaders, groups and events in the civil rights movement. (60 percent)*

- Students should learn that the civil rights movement was a movement composed of many individuals and was not the initiative of any single person or small group of people. All students should learn about Martin Luther King Jr. and Rosa Parks, but students should learn about at least six additional figures in the civil rights movement.
- Students should be able to identify major groups involved in the civil rights movement. These groups include CORE, SCLC and SNCC. Students should be able to explain the mission and accomplishments of each group as well as trace the relationships among groups.
- Students should be able to identify key events in the civil rights movement and place them in the correct chronology. These events include: *Brown v. Board of Education*, Little Rock, Freedom Rides, Montgomery Bus Boycott, 24<sup>th</sup> Amendment, Birmingham bombings and protests, March on Washington, 1964 Civil Rights Act, Freedom Summer, Selma-to-Montgomery March, 1965 Voting Rights Act, Watts and other uprisings, 1968 Civil Rights Act and assassination of Martin Luther King Jr. They should be able to identify the causes and consequences of these events, linking key figures and organizations to each event.

### Recognize the *historical causes of the movement and opposition to its success. (20 percent)*

- Students should be able to trace the roots of the civil rights movement to slavery and disenfranchisement through the Civil War and Reconstruction. They should learn about Jim Crow laws, poll taxes and literacy tests. They should understand the complex causes of President Harry S. Truman's decision to desegregate the U.S. military, including A. Philip Randolph's role.

- Students should identify opposition to the civil rights movement's success. They should learn the difference between *de jure* and *de facto* segregation and examine the extra-judicial enforcement of segregation through diverse tactics such as the formation of the White Citizens' Councils and the Ku Klux Klan. Students should be able to identify key figures and groups opposing the extension of civil rights, including Bull Connor and one of the major opposing Southern governors (Orval Faubus, George Wallace or Ross Barnett).

### Identify movement *tactics and explain differences of opinion about those tactics. (20 percent)*

Students should be able to explain the advantages and disadvantages of nonviolent resistance. They should trace its intellectual roots to Gandhi and Thoreau, discussing the role of civil disobedience in a democratic society. They should identify and compare tactics and ideas such as boycotts, sit-ins, marches, voter registration and Black Power, used at different times during the struggle for civil rights.

population. This item accounted for 13 percent of a state's final grade.

#### **PROMOTION OF HISTORICAL THINKING**

As in all study of history, the use of original historical documents is essential to develop a rich understanding of an era. When we examined state resources with this lens, we were looking at three dimensions. First, at the most basic level, we considered whether state resources promoted the use of original historical documents. Second, looking beyond promotion, we considered whether the resources were constructed to help teachers use original historical documents. Finally, we wanted to see whether the resources went beyond the traditional narrative about the civil rights movement. States were assigned a score of 0 to 4 in this area. States that scored a 4 had resources that promoted the thoughtful use of historical documents beyond the basics (i.e., "I Have a Dream" and "Letter From Birmingham Jail"). This item accounted for 13 percent of a state's final grade.

#### **ACCESS AND PRESENTATION**

It was not enough for a state to have outstanding resources. Teachers are pressed for time to find materials to add value to their instruction, so resources must be easy to browse and use. We assessed state resources in three ways here. First, materials should be easy to access online. Second, they should be clearly organized by grade and topic. Third, we wanted to see if materials were presented in a way that makes them easy to use. States were assigned a score of 0 to 4 in this area. States that scored a 4 had materials that were consistent in quality, employing best practices in lesson planning and unit design. This item accounted for 13 percent of a state's final grade.







**MEDIA AND GENERAL INQUIRIES**

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