



Civil Rights Done Right

A Tool for Teaching the Movement



TEACHING
TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

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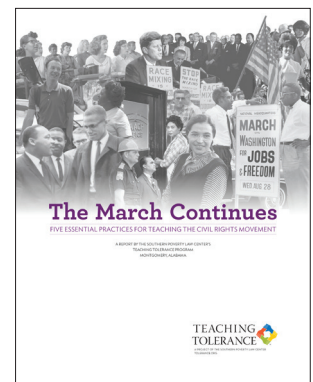
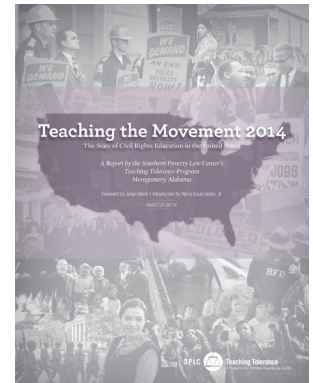
Not long ago, Teaching Tolerance issued *Teaching the Movement*, a report evaluating how well social studies standards in all 50 states support teaching about the modern civil rights movement. Our report showed that few states emphasize the movement or provide classroom support for teaching this history effectively.

We followed up these findings by releasing *The March Continues: Five Essential Practices for Teaching the Civil Rights Movement*, a set of guiding principles for educators who want to improve upon the simplified King-and-Parks-centered narrative many state standards offer. Those essential practices are:

1. Educate for empowerment.
2. Know how to talk about race.
3. Capture the unseen.
4. Resist telling a simple story.
5. Connect to the present.

Civil Rights Done Right offers a detailed set of curriculum improvement strategies for classroom instructors who want to apply these practices. In five discreet steps, we identify specific suggestions and procedures for building robust, meaningful lessons that cultivate a deeper understanding of modern civil rights history.

We invite you to begin the process and thank you for your efforts to teach effectively about this great movement for freedom, opportunity and democracy. By using this tool, you can give students the tools *they* need to create a better future and to continue the march.



Step One: Self-Assessment

Inventory: On a separate piece of paper, make a list of all the content you teach related to the civil rights movement.

Sort: Look at your list, thinking about the depth and breadth of your coverage. What are students learning about the civil rights movement? Use the [Lesson Inventory](#) worksheet to sort your list into these categories:

- Level One: lessons that address or include references to the civil rights movement
- Level Two: lessons that focus on a single aspect of the civil rights movement
- Level Three: lessons that examine multiple aspects of the civil rights movement in depth

Analyze: Identify a specific lesson (or activity or unit) from Level Three, your strongest lessons. Reflect on your instructional practices by responding to the questions and prompts on the [Pre-Teaching Reflection](#) worksheet. Did any of the questions surprise you? Explain. Did any of your answers surprise you? Explain.

Evaluate: Draw on your reflections from the [Pre-Teaching Reflection](#) worksheet to reevaluate the way you currently teach the civil rights movement through that lesson. What score did your lesson receive?

- **33–36:** lessons that examine multiple aspects of the civil rights movement in depth (Level Three)
- **25–32:** lessons that focus on a single aspect of the civil rights movement (Level Two)
- **12–24:** lessons that address or include references to the civil rights movement (Level One)

You initially placed this lesson in Level Three, thinking that it has students examine multiple aspects of the civil rights movement in depth. Has your thinking changed? Evaluate your other civil rights lessons with the [Pre-Teaching Reflection](#) worksheet and then complete a new [Lesson Inventory](#) worksheet. Do you see any patterns? Where are the majority of your lessons: Level One, Level Two or Level Three?

Prioritize: You’ve begun to identify what and how you teach about the civil rights movement. Next, you’ll apply key points from the *Teaching the Movement* initiative. By the end of this series of steps, you’ll have a new and improved instructional plan for teaching the civil rights movement to your students.

To get started, return to your updated [Lesson Inventory](#) worksheet and identify a lesson for a “makeover.” Level Two is a good place to begin. You may also want to consider what your colleagues have planned and whether you can take an interdisciplinary approach to get more bang for your instructional buck.

Set a goal: Whether you have chosen to dig deeper into one topic or combine multiple topics into a unit, it’s important that you frame the goal of your *Teaching the Movement* makeover.

What civil rights movement topic have you chosen? Write up to three essential questions your students will be exploring about this topic.

Step One: Lesson Inventory

Use this grid to sort your civil rights lessons (or activities or units) into categories based on depth and breadth of coverage.

| | MY CIVIL RIGHTS LESSONS |
|---|-------------------------|
| LEVEL ONE Lessons that address or include references to the civil rights movement | |
| LEVEL TWO Lessons that focus on a single aspect of the civil rights movement | |
| LEVEL THREE Lessons that examine multiple aspects of the civil rights movement in depth | |

Step One: Pre-Teaching Reflection

Identify one of your strongest lessons (or activities or units) about the civil rights movement. Use these questions and prompts to reflect on the content and your instructional practice. Use a scale of 0–3 to rate your responses.

0 = nope

1 = hardly

2 = kind of

3 = for sure

- _____ Do students examine **multiple leaders** and individuals involved in the civil rights movement?
- _____ Do students identify the mission and accomplishments of **major groups** involved in the civil rights movement?
- _____ Do students identify the causes and consequences of **key events** in the civil rights movement?
- _____ Do students learn the **historical context** of particular aspects of the civil rights movement?
- _____ Do students identify the **opposition** to the civil rights movement?
- _____ Do students compare different **tactics** used during the civil rights movement?
- _____ Do students make **connections** between the civil rights movement and other social movements in history and current events?
- _____ When I teach this lesson, I help students see themselves as connected to history and encourage them to **participate** in their schools and communities.
- _____ When I teach this lesson, I provide context for the civil rights movement by effectively **talking about race**.
- _____ When I teach this lesson, I expose students to the wider civil rights movement by going beyond the **familiar heroes and stories**.
- _____ When I teach this lesson, I am mindful not to **simplify or sanitize** the past.
- _____ When I teach this lesson, I involve students in **connecting** the civil rights movement to current events.

_____ **TOTAL SCORE**

Did any of the questions surprise you?

Did any of your answers surprise you?

Step Two: The “What” of Teaching the Movement

One key to effective civil rights education is coverage of essential content. The 2011 and 2014 *Teaching the Movement* reports evaluated states on the degree to which their standards included essential civil rights content. In this step, you’ll evaluate and improve upon the content you include in your civil rights instruction.

With your makeover lesson in mind, complete the [Essential Content Coverage](#) worksheet. Write the topic and an essential question (or questions) at the top of the worksheet. Then list the content you currently teach in the “What I do now” column. You may find it helpful to first refer to the descriptions on the [Essential Content Areas](#) handout. Before completing the “What else I could/should I be doing” column, ask yourself the following questions:

1. Does this lesson call for me to include content in all areas? If not, explain.
2. Which areas will be emphasized or will be most central to this lesson?
3. In which area(s) am I least knowledgeable?
4. In which area(s) do I have the fewest resources?
5. In which area(s) do I most need to improve my coverage?

Use the [Essential Content Checklist](#) handout to think about content that would help improve your makeover lesson. Use the [Essential Content Suggestions](#) handout to generate specific content ideas. Now fully complete the other sections of the [Essential Content Coverage](#) worksheet.

Step Two: Essential Content Coverage

How can I improve coverage of the civil rights movement by addressing these essential content areas in my instruction?

| Topic: | | |
|------------------------------------|----------------------|--|
| Essential Question(s): | | |
| Essential Content | What I do now | What else I could/should I be doing |
| Leaders | | |
| Groups | | |
| Events | | |
| Historical context | | |
| Opposition | | |
| Tactics | | |
| Connections | | |
| | | |
| Resources or support needed | | |

Step Two: Essential Content Coverage (SAMPLE)

How can I improve coverage of the civil rights movement by addressing these essential content areas in my instruction?

| Topic: 1963 March on Washington | | |
|--|---|---|
| Essential Question(s): How do the events and speeches of the 1963 March on Washington illustrate the characteristics of the civil rights movement as a whole? | | |
| Essential Content | What I do now | What else I could/should be doing |
| Leaders | Martin Luther King Jr., A. Philip Randolph | Bayard Rustin, James Farmer, John Lewis, Roy Wilkins, Whitney Young, Dorothy Height |
| Groups | | Congress of Racial Equality (CORE), Southern Christian Leadership Conference (SCLC), Student Nonviolent Coordinating Committee (SNCC), Brotherhood of Sleeping Car Porters (BSCP), National Association for the Advancement of Colored People (NAACP), National Urban League (NUL), Negro American Labor Council (NALC) |
| Events | The 1963 March on Washington was one of the most visible and influential events of the civil rights movement. Martin Luther King Jr. gave his "I Have a Dream" speech at this event. | Some 250,000 people were present for the March on Washington. They marched from the Washington Monument to the Lincoln Memorial. |
| Historical context | Anniversary of the Emancipation Proclamation | A March on Washington was first organized in 1941 by A. Philip Randolph, but never took place. The 1963 March was held on the anniversary of both the Emancipation Proclamation and Emmett Till's murder. It helped build support for the Civil Rights Act of 1964. |
| Opposition | | At first, the Kennedy administration discouraged the march. MLK and other leaders censored parts of John Lewis' speech, saying it was too critical of JFK. Segregationists and white supremacists opposed the goals of the march. Some black leaders, such as Malcolm X, saw the march as a weak tactic. |
| Tactics | | This integrated, nonviolent demonstration expressed solidarity and garnered massive public attention for civil rights. |
| Connections | | To current events: Many of the demands of the march are yet to be met. To other movements: Various social movements have organized marches on Washington to affect public and political consciousness (e.g., anti-war, women's rights). |
| Resources or support needed | NGBH Open Vault has an online collection of media content from the 1963 March on Washington: http://openvault.ngbh.org/catalog?utf8=E29C93&collection=ancestors&info3Afedora2Forq.ngbh.mla3Amarch&gmarchoonwashington Teaching for Change quiz on 1963 March on Washington: http://civilrightsteaching.org/march-on-washington-mythbusters-quiz/ | |

Step Two: Essential Content Areas

Leaders: Students should learn that the civil rights movement was composed of many individuals and was not the initiative of any single person or small group of people.

Groups: Students should be able to identify major groups involved in the civil rights movement. They should explain the mission and accomplishments of each group, as well as trace the relationships among groups.

Events: Students should be able to identify key events in the civil rights movement and place them in correct chronology. They should identify the causes and consequences of these events, linking key figures and organizations to each event.

Historical context: Students should be able to trace the roots of the civil rights movement to slavery and the Jim Crow era.

Opposition: Students should be able to identify opposition to the goals of the civil rights movement. They should examine the persistence of racism and be able to identify key figures and groups opposing the extension of civil rights.

Tactics: Students should be able to explain the advantages and disadvantages of tactics used at different times during the struggle for civil rights. They should identify and compare tactics and ideas such as boycotts, sit-ins, marches, going to jail, voter registration and Black Power.

Connections: Students should be able to make connections between the civil rights movement and other social movements in history, as well as to current events and social concerns. Students should be encouraged to apply the lessons of the civil rights movement when forming their own ideas about effective citizenship.

Step Two: Essential Content Checklist

Use these questions to reflect on what your students are learning about the civil rights movement. How can you deepen your coverage of the movement by integrating these essential content areas into your instruction?

Leaders

1. Do my students think the civil rights movement had a single leader? Or that it was led by a small group of people?
2. Do my students understand that the civil rights movement was composed of many individuals?
3. Can my students identify at least six figures in the civil rights movement besides Martin Luther King Jr. and Rosa Parks?
4. Can my students associate civil rights figures with the ideas, actions and accomplishments that distinguish them?
5. Can my students identify local figures of the civil rights movement?

Groups

1. Can my students identify major groups involved in the civil rights movement?
2. Do my students understand the role groups played in organizing people during the movement?
3. Can my students explain the mission and accomplishments of each group?
4. Can my students trace the relationships among groups involved in the civil rights movement?
5. Can my students identify groups that were involved in the civil rights movement locally?

Events

1. Can my students identify key events in the civil rights movement?
2. Can my students place key events in the civil rights movement in chronological order?
3. Can my students identify the causes and consequences of key events in the civil rights movement?
4. Can my students link events in the civil rights movement with key figures and organizations?
5. Can my students identify key events that took place locally in the civil rights movement?

Historical context

1. Does my students' knowledge and understanding of the civil rights movement include generations before and after the 1954–1969 modern civil rights era?
2. Do I challenge my students to think about the historical roots of the civil rights movement?
3. Can my students trace the civil rights movement from slavery and the Civil War through Reconstruction and Jim Crow?
4. Do I present the civil rights movement to my students in rich and contextualized ways that help them appreciate its complexity and importance?
5. Am I mindful of historical context each time I introduce events, figures and groups important to the civil rights movement?

Opposition

1. Can my students identify key figures and groups who opposed the aims of the civil rights movement?
2. Do I provide opportunities for my students to examine how the persistence of structural racism and racist attitudes fueled the opposition to the civil rights movement?
3. Can my students distinguish between and give examples of de jure and de facto segregation and discrimination?
4. Can my students explain the diverse tactics used in opposition to the civil rights movement?
5. Can my students explain the nature of various obstacles to the civil rights movement, including internal conflict?

Tactics

1. Are my students able to discuss tactics when talking about events and accomplishments of the civil rights movement?
2. Can my students explain the advantages and disadvantages of nonviolent resistance?
3. Can my students compare a variety of strategies and ideas that shaped the tactics used in the civil rights movement?
4. Do my lessons ask students to analyze the strategic thinking and planning that led civil rights activists to choose certain tactics?
5. Can my students trace the intellectual roots of civil disobedience to Gandhi and Thoreau and explain the role of civil disobedience in a democratic society?

Connections

1. Do I plan instruction that makes connections between the civil rights movement and other social movements in history?
2. Are my students able to make connections between the civil rights movement and current events?
3. Do my lessons encourage students to apply the civil rights movement to their own developing ideas about citizenship?
4. Do I allow students to discuss their own views of the relevance of the civil rights movement today and how they think the movement must evolve and adapt to overcome new manifestations of injustice?
5. Can my students evaluate the long-term success of the civil rights movement by comparing its goals to the state of racial equality in the United States today?

Step Two: Essential Content Suggestions

Leaders

| | | | |
|-------------------------|---------------------------|------------------------|--------------------|
| A. G. Gaston | Diane Nash | James Foreman | Muhammad Ali |
| A. Philip Randolph | Dick Gregory | James Meredith | Myles Horton |
| Ada Lois Sipuel Fisher | Dorothy Cotton | Jesse Jackson | Myrlie Evers |
| Adam Clayton Powell Jr. | Dorothy Height | Jim Lawson | Oliver W. Hill |
| Amelia Boynton | E. D. Nixon | Jimmie Lee Jackson | Paul Robeson |
| Amiri Baraka | Elaine Brown | Jo Ann Robinson | Pauli Murray |
| Andrew Young | Ella Baker | John F. Kennedy | Ralph Abernathy |
| Angela Davis | Fannie Lou Hamer | John Lewis | Robert F. Kennedy |
| Anne Moody | Frank M. Johnson Jr. | Joseph Lowery | Robert Williams |
| Autherine Lucy | Fred Hampton | Julian Bond | Rosa Parks |
| Barbara Jordan | Fred Shuttlesworth | Lester Maddox | Roy Wilkins |
| Bayard Rustin | George McLaurin | Lyndon Johnson | Ruby Bridges |
| Bernard Lafayette | Gloria Richardson | Malcolm X | S. B. Fuller |
| Betty Shabazz | H. Rap Brown | Mamie Till Mobley | Septima Clark |
| Bob Moses | Hamilton E. Holmes | Marian Anderson | Shirley Chisholm |
| Bobby Seale | Harry Belafonte | Marian Wright Edelman | Stokely Carmichael |
| C. T. Vivian | Harry and Henrietta Moore | Martin Luther King Jr. | T. R. M. Howard |
| Charlayne Hunter | Hollis Watkins | Mary McLeod Bethune | Thurgood Marshall |
| Charles Houston | Hosea Williams | Matthew J. Perry | Vivian Malone |
| Clara Luper | Huey Newton | Maya Angelou | W. E. B. Du Bois |
| Constance Baker Motley | Jackie Robinson | Maynard Jackson | Walter E. Fauntroy |
| Coretta Scott King | James Baldwin | Medgar Evers | Whitney Young |
| Daisy Bates | James Bevel | Modjeska Monteith | |
| Danny Lyon | James Farmer | Simkins | |

Groups

| | | | |
|---|--|---|--|
| Black Panther Party | Highlander Folk School | National Council of Negro Women (NCNW) | Student Nonviolent Coordinating Committee (SNCC) |
| Committee of 100 | Mississippi Freedom Democratic Party (MFDP) | National Urban League (NUL) | Women's Political Council (WPC) |
| Congress of Racial Equality (CORE) | Nation of Islam | Southern Christian Leadership Conference (SCLC) | |
| Council of Federated Organizations (COFO) | National Association for the Advancement of Colored People (NAACP) | | |
| Deacons for Defense and Justice | | | |

Events

| | | | |
|---|---|---|--|
| Albany Movement | <i>Brown v. Board of Education</i> | March Against Fear | Poor People's Campaign |
| Assassinations of JFK, Malcolm X, MLK, RFK | Chicago Housing Movement | March on Washington for Jobs and Freedom | Resurrection City |
| Baton Rouge bus boycott | Desegregation of the armed forces | Memphis Sanitation Workers' Strike | Selma to Montgomery March |
| Birmingham Campaign (Project C) | Freedom Rides | Montgomery Bus Boycott | Sibley Commission |
| Birmingham Children's Crusade | Freedom Summer | Murder of Emmett Till | Civil Rights Act of 1964 |
| Black football players boycott AFL All-Star game in New Orleans | Greensboro sit-ins | Murders of Medgar Evers, Jimmie Lee Jackson, Viola Liuzzo | Voting Rights Act of 1965 |
| Bloody Sunday | Integration of Little Rock Central High School | Nashville Student Movement | Stand in the Schoolhouse Door at University of Alabama |
| Bombing of the 16th Street Baptist Church | James Meredith integrates University of Mississippi | Orangeburg Massacre | <i>Sweatt v. Painter</i> |
| <i>Briggs v. Elliot</i> | Kerner Commission | Ratification of the 24th Amendment | Watts Riots |
| <i>Browder v. Gayle</i> | Letter from Birmingham Jail | <i>Plessy v. Ferguson</i> | White Folks Project |

Historical Context

| | | | |
|----------------------------------|---------------------|--------------------|--------------------------------|
| Civil Rights Act of 1957 | Grandfather clauses | Poll taxes | 13th, 14th and 15th Amendments |
| Civil War | Great Migration | Race riots of 1919 | Transatlantic slave trade |
| De facto vs. de jure Segregation | Harlem Renaissance | Reconstruction | World War II |
| | Jim Crow | Slavery | |
| | Literacy tests | Sundown towns | |

Opposition

| | | | |
|----------------------|-------------------|--------------------|--------------------------|
| Bombings | George Wallace | Ku Klux Klan | Police brutality |
| Bull Connor | Harry F. Byrd Sr. | Lynching | Ross Barnett |
| Byron De La Beckwith | J. Edgar Hoover | Massive Resistance | Southern Manifesto |
| COINTELPRO | James Earl Ray | Murder | Strom Thurmond |
| Dixiecrats | James F. Byrnes | Orval Faubus | White Citizens' Councils |

Tactics

| | | | |
|--------------------|------------------------|-------------|--------------------|
| Black Power | Highlander Folk School | Media | Strikes |
| Boycotts | Mahatma Gandhi | Nonviolence | Voter registration |
| Carpooling | Marches | Sit-ins | |
| Civil disobedience | Martin Luther King Jr. | | |

Step Three: The “How” of Teaching the Movement

As important as *what* we teach about the civil rights movement is *how* we teach it. [The March Continues](#) describes five essential practices for teaching the movement. Are you currently implementing these essential practices? In this step you will apply the practices to evaluate and improve your approach to civil rights education.

Read [The March Continues](#) and reflect on your comfort and competence with each of the five practices:

1. Educate for empowerment.
2. Know how to talk about race.
3. Capture the unseen.
4. Resist telling a simple story.
5. Connect to the present.

With your makeover lesson in mind, use the [Implementing the Five Essential Practices](#) worksheet to list the ways you’ve implemented these practices in the past. Use the [Essential Practices Checklist](#) handout to generate new ideas. With your makeover lesson in mind, ask yourself the following questions, and then add more ideas to the [Implementing the Five Essential Practices](#) worksheet:

1. Which practice(s) are most important to this lesson? Why?
2. Which practices may be less relevant to this lesson? Why?
3. Which practices should be highlighted in this lesson?
4. Which practices do I need to develop over time and leading up to this lesson?
5. Which practices do I feel most comfortable with? Most competent with?
6. Which practices offer me the greatest potential for growth?

Step Three: Implementing the Five Essential Practices

How can I improve instruction about the civil rights movement by implementing these essential practices?

| Topic: | |
|--------------------------------------|---|
| Essential Question(s): | |
| Essential Practices | Activities that bring this practice into this lesson |
| Educate for empowerment | |
| Know how to talk about race | |
| Capture the unseen | |
| Resist telling a simple story | |
| Connect to the present | |
| | |
| Resources or support needed | |

Step Three: Implementing the Five Essential Practices (SAMPLE)

How can I improve instruction about the civil rights movement by implementing these essential practices?

| Topic: 1963 March on Washington | |
|---|---|
| Essential Question(s): How do the events and speeches of the 1963 March on Washington illustrate the characteristics of the civil rights movement as a whole? | |
| Essential Practices | Activities that bring this practice into this lesson |
| Educate for empowerment | Emphasize the role of young people in the march. Bring in student perspectives and voices. |
| Know how to talk about race | Set ground rules for creating a safe space for discussing race. Bring your own experience, student experience and family or community experience into the discussion. |
| Capture the unseen | Discuss the role of Bayard Rustin in the march. Discuss the roles of A. Philip Randolph, James Farmer, John Lewis, Roy Wilkins and Whitney Young in the march. Look at the "I Have a Dream" speech, but also examine other speeches and events that took place during the march. |
| Resist telling a simple story | Discuss the censorship of John Lewis' speech and have students compare the original and censored versions. Discuss the lack of women in the leadership of the march. |
| Connect to the present | Examine the goals of the march and facilitate a discussion on the extent to which its goals have or haven't been met. What work remains to be done? How does race remain a factor in our society today? Have students write a speech or letter about a demand of the march that is still in progress today. Compare the march to demonstrations today. Talk about the purpose behind such demonstrations. |
| Resources or support needed | |

Step Three: Essential Practices Checklist

Use these ideas to reflect on how you teach about the civil rights movement. How can integrate these essential practices into your instruction?

Educate for empowerment

- Challenge students to question the assumptions and narratives they have been taught about the civil rights movement by developing their critical thinking and questioning skills.
- Prepare students to be change agents and participants in history by emphasizing the importance of young people in the civil rights movement.
- Introduce students to role models in their school and communities who can serve as strong examples of change makers.
- Provide opportunities for experiential learning that allow students to apply what they learn to the real world.
- Teach the tactics and strategies of the civil rights movement, and encourage students to think creatively about how they can address injustice in their own world.

Know how to talk about race

- Speak from your own authentic experiences with race and racism.
- Allow regular opportunities for students to talk, in a supportive environment, about their experiences with race and racism.
- Be conscious and curious about the ways race is important in your students' lives.
- Dispel ideas about a biological basis for race.
- Reacquaint yourself with the evolving social constructions surrounding race and how it has been used as a means of control throughout history.
- Avoid color-blind language—make whiteness visible; acknowledge contemporary racial disparities.

Capture the unseen

- Push back against the “Montgomery-to-Memphis” frame. Teach a wider civil rights movement that took place across the country—not just in the South—and in daily life—not just in the political sphere.
- Shift the focus from familiar heroes and villains to lesser-known individuals.
- Offer alternative and competing viewpoints of civil rights history by drawing upon original sources and personal narratives and testimonies.
- Promote a model of learning as discovery in which students are producers of knowledge and meaning rather than passive receptacles.
- Teach students to examine historical events in the context of both the past and the present.

Resist telling a simple story

- Avoid presenting sanitized accounts that obscure the realities of racial violence and systems of racial control.
- Address work that remains to be done and current day inequalities and challenges to racial justice.
- Shift students' thinking away from individuals and toward systems and institutions.
- Dispel the Malcolm vs. Martin dichotomy that casts the civil rights movement as divided over nonviolent resistance.
- Present the U.S. civil rights movement from a global perspective that captures its international implications.

Connect to the present

- Build bridges from the civil rights movement to current events related to social justice and racial equality.
- Encourage students to make connections between the African-American struggle for civil rights and other freedom struggles going on today.
- Address goals of the civil rights movement that remain unmet today.
- Make the civil rights movement relevant to students' lives by drawing on local issues and community struggles.
- Use project-based learning and performance tasks to assess student learning in application to their own lives.

Step Four: Planning for Teaching the Movement

Based on the work you've done in Steps One, Two and Three, use the [Instructional Matrix](#) worksheet to turn your learning into planning. This matrix will serve as a springboard for future lesson planning.

Take your time. Talk to others. Refer to the materials you have, but also do research to find other, possibly better, resources.

In Section 1 of the [Instructional Matrix](#) worksheet, you'll drill down on the content you listed on the [Essential Content Coverage](#) worksheet. With your essential question(s) in mind, list content or topics that fit into the essential areas listed in the first column. Next, list any standards that align. Then unpack the concepts, vocabulary, strategies and skills students will need to learn the content. Finally, determine what materials you will need.

In Section 2 of the [Instructional Matrix](#) worksheet, you'll consider the human assets that surround you. This work can't be done in a vacuum; it extends beyond the textbook and the classroom. What contributions can your community make to your students' learning? What role can teachers, students, families, the school and the wider community play in teaching students about the civil rights movement and empowering them to be active citizens?

Step Four: Instructional Matrix, Section 1

| |
|-------------------------------|
| Topic: |
| Essential Question(s): |

| LEADERS | | |
|------------------------------|------------------------------------|------------------|
| Content/topics | Key concepts and vocabulary | |
| Strategies and skills | Materials | Standards |
| | | |

| GROUPS | | |
|------------------------------|------------------------------------|------------------|
| Content/topics | Key concepts and vocabulary | |
| Strategies and skills | Materials | Standards |
| | | |

STEP FOUR: INSTRUCTIONAL MATRIX, SECTION 1 (CONTINUED)

Topic: _____

| EVENTS | | | |
|------------------------------|------------------|------------------------------------|--|
| Content/topics | | Key concepts and vocabulary | |
| | | | |
| Strategies and skills | Materials | Standards | |
| | | | |
| HISTORICAL CONTEXT | | | |
| Content/topics | | Key concepts and vocabulary | |
| | | | |
| Strategies and skills | Materials | Standards | |
| | | | |

STEP FOUR: INSTRUCTIONAL MATRIX, SECTION 1 (CONTINUED)

Topic: _____

| OPPOSITION | | | |
|------------------------------|------------------|------------------------------------|--|
| Content/topics | | Key concepts and vocabulary | |
| | | | |
| Strategies and skills | Materials | Standards | |
| | | | |
| TACTICS | | | |
| Content/topics | | Key concepts and vocabulary | |
| | | | |
| Strategies and skills | Materials | Standards | |
| | | | |

STEP FOUR: INSTRUCTIONAL MATRIX, SECTION 1 (CONTINUED)

Topic: _____

| CONNECTIONS | | | |
|-----------------------|-----------|-----------------------------|-----------|
| Content/topics | | Key concepts and vocabulary | |
| Strategies and skills | Materials | | Standards |

Step Four: Instructional Matrix, Section 1 (SAMPLE)

| | | |
|---|---|--|
| Topic: 1963 march on Washington | | |
| Essential Question(s): How do the events and speeches of the 1963 march on Washington illustrate the characteristics of the civil rights movement as a whole? | | |
| LEADERS | | |
| Content/topics Martin Luther King Jr., A. Philip Randolph, Bayard Rustin, James Farmer, John Lewis, Roy Wilkins, Whitney Young | Key concepts and vocabulary Terms from the "I Have a Dream" speech: promissory note, gradualism, inextricably bound, interposition, nullification Terms from the "patience is a dirty and nasty word" speech: ally, exploitation, expediency | |
| Strategies and skills Analyze and compare the main ideas and rhetorical strategies of speeches from several civil rights leaders. Find the meaning of key terms used within civil rights speeches. | Materials Texts: "I Have a Dream" speech (written and audio versions) "patience is a dirty and nasty word" speech, with censorship notes | Standards RH.11-12.2 RH.11-12.6 SL.11-12.3 |
| GROUPS | | |
| Content/topics Congress of Racial Equality (CORE), Southern Christian Leadership Conference (SCLC), Student Nonviolent Coordinating Committee (SNCC), Brotherhood of Sleeping Car Porters (BSCP), National Urban League (NUL) | Key concepts and vocabulary | |
| Strategies and skills Research and compare the leaders, membership and strategies of various civil rights groups. | Materials | Standards |

STEP FOUR: INSTRUCTIONAL MATRIX, SECTION 1 SAMPLE(CONTINUED)

Topic: 1963 march on washington

| EVENTS | | |
|---|---|------------------|
| Content/topics some 250,000 people were present for the march on washington, one of the most visible and influential events of the civil rights movement. | Key concepts and vocabulary | |
| Strategies and skills — know key facts about the march on washington. — understand relationships between historical events. | Materials short video on the march on washington: http://www.c-span.org/video/?10928-1/1963-march-washington — Teaching for change quiz on the march on washington: http://civilrightsteaching.org/march-on-washington-mythbusters-quiz/ | Standards |
| HISTORICAL CONTEXT | | |
| Content/topics Anniversary of Emancipation proclamation helped build support for the civil rights Act of 1964 | Key concepts and vocabulary Emancipation | |
| Strategies and skills — Develop the necessary historical background knowledge to understand a historical moment. | Materials Teaching for change quiz on the march on washington: http://civilrightsteaching.org/march-on-washington-mythbusters-quiz/ | Standards |

STEP FOUR: INSTRUCTIONAL MATRIX, SECTION 1 SAMPLE(CONTINUED)

Topic: 1963 march on washington

| OPPOSITION | | |
|--|--|-------------------------------|
| Content/topics At first, the Kennedy administration discouraged the march. segregationists and white supremacists opposed the goals of the march. some black leaders, such as Malcolm X, saw the march as a weak tactic. | Key concepts and vocabulary | |
| Strategies and skills Analyze the opposition from inside and outside the civil rights movement that both organizers and participants faced. | Materials Teaching for change quiz on the march on washington: http://civilrightsteaching.org/march-on-washington-mythbusters-quiz/ | Standards |
| TACTICS | | |
| Content/topics This nonviolent demonstration expressed solidarity and garnered massive public attention for the cause of civil rights. | Key concepts and vocabulary solidarity | |
| Strategies and skills understand the meaning of key terms related to civil rights movement tactics. | Materials | Standards L.11-12.4 |

STEP FOUR: INSTRUCTIONAL MATRIX, SECTION 1 SAMPLE(CONTINUED)

Topic: 1963 march on washington

| CONNECTIONS | | |
|--|---|--------------------------------|
| Content/topics many of the goals of the march on washington, particularly in the area of economic justice, have yet to be reached. | Key concepts and vocabulary Terms from the 10 demands of the march on washington: — public accommodations — disenfranchised — injunctive suits | |
| Strategies and skills — In discussion, draw connections between the struggles taking place in 1963 and those still faced today. How is race still a factor in these issues? — write an argumentative speech, letter to the editor or letter to someone from the past, selecting one of the 10 demands of the march on washington that students perceive as unmet. use personal experience to back their claims. | Materials — Demands of the march on washington can be found here: http://billmoyers.com/groupthink/have-the-demands-of-the-march-on-washington-been-met/ using a projector or dry erase board, display these 10 demands in the classroom or make copies for students. — speech in which Bayard Rustin announces the demands of the march: http://openvault.wgbh.org/catalog/march-777724-bayard-rustin-reads-the-demands-of-the-march | Standards SL.11-12.1 |

Step Four: Instructional Matrix, Section 2

| |
|-------------------------------|
| Topic: |
| Essential Question(s): |

| EDUCATE FOR EMPOWERMENT | | |
|--------------------------------|-----------------------------------|---|
| Work on myself | Student funds of knowledge | |
| Family wisdom | School community | Community issues and local resources |

| KNOW HOW TO TALK ABOUT RACE | | |
|------------------------------------|-----------------------------------|---|
| Work on myself | Student funds of knowledge | |
| Family wisdom | School community | Community issues and local resources |

STEP FOUR: INSTRUCTIONAL MATRIX, SECTION 2 (CONTINUED)

Topic: _____

| CAPTURE THE UNSEEN | | |
|---------------------------|-------------------------|---|
| Work on myself | | Student funds of knowledge |
| Family wisdom | School community | Community issues and local resources |

| RESIST TELLING A SIMPLE STORY | | |
|--------------------------------------|-------------------------|---|
| Work on myself | | Student funds of knowledge |
| Family wisdom | School community | Community issues and local resources |

STEP FOUR: INSTRUCTIONAL MATRIX, SECTION 2 (CONTINUED)

Topic: _____

| CONNECT TO THE PRESENT | | |
|------------------------|------------------|--------------------------------------|
| Work on myself | | Student funds of knowledge |
| Family wisdom | School community | Community issues and local resources |

Step Four: Instructional Matrix, Section 2 (SAMPLE)

Topic: 1963 March on Washington

Essential Question(s): How do the events and speeches of the 1963 March on Washington illustrate the characteristics of the civil rights movement as a whole?

EDUCATE FOR EMPOWERMENT

Work on myself

Take an inventory of the number of times you deliberately seek to incorporate student perspectives into your lessons. It's vital for students to see that history is not a story following a single thread. Their perspectives and their actions are part of the shape of history.

Student funds of knowledge

Have students write a speech or letter on one demand of the March on Washington that has not been met.

Family wisdom

Have students informally interview a family member or family friend who is old enough to remember 1963. Students will prepare questions about the time period, including questions about the subject's memories of the march.

School community

Together with your students, plan a school-wide event in honor of the anniversary of the march.

Community issues and local resources

KNOW HOW TO TALK ABOUT RACE

Work on myself

Read and study ways to make your classroom safe for the discussion of race.

Student funds of knowledge

Involve students in helping to set up and maintain discussion norms. These rules will come into play when students discuss the unmet goals of the march and explore how race continues to be an issue today.

Family wisdom

School community

Work with colleagues to organize professional development around addressing race school-wide.

Community issues and local resources

STEP FOUR: INSTRUCTIONAL MATRIX, SECTION 2 (CONTINUED)

Topic: 1963 March on Washington

| CAPTURE THE UNSEEN | | |
|--|-----------------------------------|--|
| Work on myself Do research on the roles of A. Philip Randolph, James Farmer, John Lewis, Roy Wilkins and Whitney Young in the march. | Student funds of knowledge | |
| Family wisdom | School community | Community issues and local resources Bring in a guest speaker who was present at the march on Washington and give students an opportunity to ask their own prepared questions. |

| RESIST TELLING A SIMPLE STORY | | |
|-------------------------------|---|---|
| Work on myself | Student funds of knowledge In discussion, have students explore why the organizers of the March on Washington connected goals related to jobs and goals related to freedom. | |
| Family wisdom | School community | Community issues and local resources |

STEP FOUR: INSTRUCTIONAL MATRIX, SECTION 2 (CONTINUED)

Topic: 1963 march on washington

| CONNECT TO THE PRESENT | | |
|------------------------|-------------------------|---|
| Work on myself | | Student funds of knowledge In discussion, have students explore the goals of the march on washington and discuss the extent to which the goals have been met today. what work remains to be done? |
| Family wisdom | School community | Community issues and local resources |
| | | |

Step Five: Teaching the Movement

Synthesize: Using your completed tool, continue to prepare new civil rights lessons and improve your existing ones.

Get feedback: Once your lessons are written, share them with colleagues who can offer constructive feedback. Incorporate suggestions that align with the essential practices.

Teach: Deliver your new lessons to students. If possible, use the lessons with more than one group of students. Consider having someone record your delivery of the lesson. Be sure to journal and take notes afterward.

Reevaluate: Assess your new lessons using the [Post-Teaching Reflection](#) worksheet. In what ways has your curriculum and instructional practice changed? Did you notice any changes in student engagement? In performance?

Stay inspired: Remember, *the march continues!* Keep pushing yourself and your students to learn more about the civil rights movement and its impact. By helping young people to think critically about this complex history, you are preparing a new generation to stand and march for justice and equity. Thank you!

Step Five: Post-Teaching Reflection

Now that you have taken steps to improve your lesson (or activity or unit) and taught it to students, use these questions and prompts to reflect on the content and your instructional practices. Use a scale of 0-3 to rate your responses.

0= nope

1= hardly

2= kind of

3= for sure

- _____ Did students examine **multiple leaders** and individuals involved in the civil rights movement?
- _____ Did students identify the mission and accomplishments of **major groups** involved in the civil rights movement?
- _____ Did students identify the causes and consequences of **key events** in the civil rights movement?
- _____ Did students learn the **historical context** of particular aspects of the civil rights movement?
- _____ Did students identify the **opposition** to the civil right movement?
- _____ Did students compare different **tactics** used during the civil rights movement?
- _____ Did students make **connections** between the civil rights movement and other social movements in history?
- _____ When I taught this lesson, I helped students see themselves as connected to history and encouraged them to **participate** in their schools and communities.
- _____ When I taught this lesson, I provided context for the civil rights movement by effectively **talking about race**.
- _____ When I taught this lesson I exposed students to the wider civil rights movement by going beyond the **familiar heroes and stories**.
- _____ When I taught this lesson, I was mindful not to **simplify or sanitize** the past.
- _____ When I taught this lesson, I involved students in **connecting** the civil rights movement to current events.

_____ **TOTAL SCORE**

In what ways did your lesson change?

In what ways did your instructional practice change?

Did you notice changes in your students' engagement or performance?

Civil Right Done Right: Quick Reference Guide

STEP ONE: SELF-ASSESSMENT

Think about how you teach the civil rights movement, and assess your instructional content and practice. Then, choose an existing lesson, activity or unit to “make over.”

STEP TWO: THE “WHAT” OF TEACHING THE MOVEMENT

Begin your lesson makeover by integrating nine essential content areas into your coverage of the movement: leaders, groups, events, historical context, opposition, tactics and connections to other past and current social movements.

STEP THREE: THE “HOW” OF TEACHING THE MOVEMENT

Build personal competency with each of the five essential practices for teaching the movement:

1. Educate for empowerment.
2. Know how to talk about race.
3. Capture the unseen.
4. Resist telling a simple story.
5. Connect to the present.

STEP FOUR: PLANNING FOR TEACHING THE MOVEMENT

Organize work you’ve completed in previous steps by drilling down into the essential content, unpacking the practices and identifying standards. This step provides a “laboratory space” for lesson improvement and future planning.

STEP FIVE: TEACHING THE MOVEMENT

Finalize your lesson plans, get feedback from others and then *teach the movement!* Continue the process of reflection, self-assessment and improvement modeled throughout each step of *Civil Rights Done Right*.