



# Civil Rights Done Right

*A Tool for Teaching the Movement*



*Browder  
v. Gayle*  
SAMPLE



TEACHING  
TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

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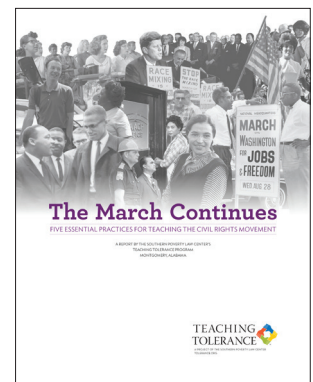
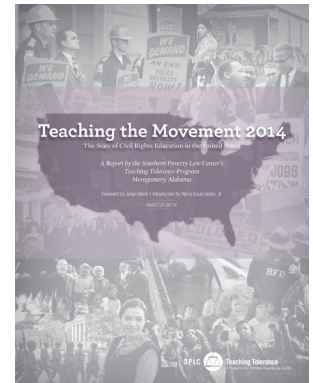
Not long ago, Teaching Tolerance issued *Teaching the Movement*, a report evaluating how well social studies standards in all 50 states support teaching about the modern civil rights movement. Our report showed that few states emphasize the movement or provide classroom support for teaching this history 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
<b>LEVEL ONE</b> Lessons that address or include references to the civil rights movement	
<b>LEVEL TWO</b> Lessons that focus on a single aspect of the civil rights movement	
<b>LEVEL THREE</b> 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 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 Coverage (SAMPLE)

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

<b>Topic:</b> <i>Browder vs. Gayle</i>	
<b>Essential Question(s):</b> <i>what factors brought about the end of segregated transportation? what role did the supreme court play in ending Jim Crow and in the Browder movement? whose stories get left out of the dominant narratives of the Civil Rights Movement, and why?</i>	
Essential Content	What else I could/should be doing
<b>Leaders</b>	<i>Aurelia Browder, Claudette Colvin, ED Nixon, Fred Gray, Charles Langford, Susie McDonald, Jeanatta Reese, Thurgood Marshall, Mary Louise Smith</i>
<b>Groups</b>	<i>women's political council (Montgomery), Montgomery Improvement Association, NAACP youth council, NAACP Attorneys</i>
<b>Events</b>	<i>Browder's mistreatment on the bus (April 1955) Colvin's arrest (March 2, 1955) original case filing (February 1, 1956) supreme court decision (November 13, 1956)</i>
<b>Historical context</b>	<i>plans for the boycott before Parks' arrest, initial hesitation about mounting a legal challenge, sustaining the boycott</i>
<b>Opposition</b>	<i>The city's framing of the case, the appeal to the three judge panel, legal opposition to the mechanisms of the boycott Mayor William A. Gayle white Citizens' Council Montgomery Board of Commissioners overall violence against ministers and churches.</i>
<b>Tactics</b>	<i>Legal strategy focusing just on civil rights abuses on the bus, NAACP support selecting the plaintiffs</i>
<b>Connections</b>	<i>Plessy vs. Ferguson (1896), Morgan v. Virginia (1946), Brown vs. Board of Education (1954) Frank Johnson and Selma, Mendez v. Westminster (1946)</i>
<b>Resources or support needed</b>	<i><a href="http://www.tolerance.org/beyond-the-bus">http://www.tolerance.org/beyond-the-bus</a> <a href="http://www.tolerance.org/TTM-essential-practices">http://www.tolerance.org/TTM-essential-practices</a> <a href="http://www.tolerance.org/article/browder-v-gayle-women-rosa-parks">http://www.tolerance.org/article/browder-v-gayle-women-rosa-parks</a> <a href="http://blogs.dickinson.edu/hist-404pinker/2010/11/17/gayle-v-browder-1956-and-the-montgomery-bus-boycott/">http://blogs.dickinson.edu/hist-404pinker/2010/11/17/gayle-v-browder-1956-and-the-montgomery-bus-boycott/</a> <a href="http://www.nytimes.com/learning/general/onthisday/big/1113.html">http://www.nytimes.com/learning/general/onthisday/big/1113.html</a> <a href="http://www.montgomeryboycott.com/aurelia-shines-browder-coleman/">http://www.montgomeryboycott.com/aurelia-shines-browder-coleman/</a></i>

## 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 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 (SAMPLE)

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

<b>Topic:</b> Browder vs. Gayle	
<b>Essential Question(s):</b> what factors brought about the end of segregated transportation? what role did the supreme court play in ending Jim Crow and in the broader movement? whose stories get left out of the dominant narratives of the Civil Rights Movement, and why?	
Essential Practices	Activities that bring this practice into this lesson
<b>Educate for empowerment</b>	Question established narratives Reflect on tenacity and courage to participate in boycott AND legal challenge Discuss Jeanatta Reese retracting participation Focus on Claudette Colvin who was only 15
<b>Know how to talk about race</b>	Discuss respectability politics of plaintiff selection Focus on white obstructionism Set ground rules for discussing race Establish norms to create safe space Test yourself for hidden bias and reflect on your own comfort level
<b>Capture the unseen</b>	Focus on experience of boycotters Emphasize role of lesser known figures Investigate legal action in the context of collective action Uncover strategic approaches used
<b>Resist telling a simple story</b>	Compare Browder's story to Parks's—How are they similar? How are they different? AND/OR How did Browder blaze a path for Parks? Also add, what threats were present? Examine initial ambivalence about filing the case Explore why women were the plaintiffs
<b>Connect to the present</b>	Research current legal challenges to legally-sanctioned discrimination Have students rewrite civil rights texts to include the case and discuss how this will influence the way we talk about the CRM Discuss mechanisms of change and balance between collective action and legal challenge Include recent examples of collective action and protest challenging a law or regulation
<b>Resources or support needed</b>	Let's Talk publication <a href="http://www.tolerance.org/lets-talk">http://www.tolerance.org/lets-talk</a> Let's Talk webinar <a href="https://event.on24.com/eventRegistration/EventLobbyServlet?targetReg20.jsp&amp;referrerhttp3A2F2Fwww.tolerance.org2Flets-talk&amp;eventid1042855&amp;sessionid1&amp;key1E1D15797EA0F472AB2D05FF6769D45B&amp;regTag&amp;sourcepageregister">https://event.on24.com/eventRegistration/EventLobbyServlet?targetReg20.jsp&amp;referrerhttp3A2F2Fwww.tolerance.org2Flets-talk&amp;eventid1042855&amp;sessionid1&amp;key1E1D15797EA0F472AB2D05FF6769D45B&amp;regTag&amp;sourcepageregister</a> Test yourself for Hidden Bias— <a href="http://www.tolerance.org/Hidden-bias">www.tolerance.org/Hidden-bias</a> Straight Talk About the N-word

## 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 (SAMPLE)

<b>Topic:</b> Browder vs. Gayle		
<b>Essential Question(s):</b> what factors brought about the end of segregated transportation? what role did the supreme court play in ending Jim Crow and in the broader movement? whose stories get left out of the dominant narratives of the Civil Rights Movement, and why?		
<b>LEADERS</b>		
<b>Content/topics</b> Aurelia Browder, Claudette Colvin, Susie McDonald, Mary Louise Smith, ED Nixon, Fred Gray, Charles Langford, Jo Ann Robinson, Frank Johnson		<b>Key concepts and vocabulary</b> Legal process (initial trial, appeal, supreme court ruling), 14th Amendment Rights Constitutional, Plessy vs. Ferguson, Brown vs. Board of Education
<b>Strategies and skills</b> Investigate accounts of the boycott for how they frame the actual end of segregated transportation and interrogate the presumed cause-and-effect relationships.	<b>Materials</b> Texts in perspectives: 14th Amendment, Plessy v. Ferguson, Brown v. Board Helpful lessons: <a href="http://www.tolerance.org/article/browder-v-gayle-women-rosa-parks">http://www.tolerance.org/article/browder-v-gayle-women-rosa-parks</a> <a href="http://www.tolerance.org/blog/teaching-courage-postmodern-world">http://www.tolerance.org/blog/teaching-courage-postmodern-world</a> <a href="http://www.tolerance.org/activity/unsung-heroes-civil-rights-movement">http://www.tolerance.org/activity/unsung-heroes-civil-rights-movement</a>	<b>Standards</b> R.1.B, SL. 3, D2.Civ.2, D2.Civ.3, D2.Civ.6 D2.Civ.10 D2.Civ.11 D2.Civ.12 D2.Civ.14 D2.His.1 D2.His.3 D2.His.4
<b>GROUPS</b>		
<b>Content/topics</b> Montgomery Improvement Association, Women's Political Council, NAACP, NAACP Youth Council, Boycott taxi and shuttle system, City government in Montgomery		<b>Key concepts and vocabulary</b> Collective action, Legal process (initial trial, appeal, supreme court ruling), plaintiff, defendant
<b>Strategies and skills</b> Describe women's roles in sustaining the boycott Investigate white opposition	<b>Materials</b> Helpful Lessons: <a href="http://www.tolerance.org/activity/bus-boycott-historical-documents-highlight-integration-miles">http://www.tolerance.org/activity/bus-boycott-historical-documents-highlight-integration-miles</a> <a href="http://www.tolerance.org/activity/unsung-heroes-civil-rights-movement">http://www.tolerance.org/activity/unsung-heroes-civil-rights-movement</a> The Montgomery Improvement Association website, <a href="http://www.montgomeryimprovementassociation.org/">http://www.montgomeryimprovementassociation.org/</a>	<b>Standards</b> R.1.B, SL.1, SL.2, D2.Civ.1, D2.Civ.4, D2.Civ.5, D2.His.1, D2.His.3, D2.His.8



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

Topic: Browder vs. Gayle

EVENTS		
<b>Content/topics</b> Browder, Colvin et al's mistreatment on the bus throughout 1955, bombing of King's house after ruling, filing the case in February 1955, initial decision June 1955, appeal and supreme court ruling November 1955, boycott planning and organization	<b>Key concepts and vocabulary</b> segregationists, unconstitutional, precedent, mass meeting, separate but equal, general assembly, jurisdiction, decision, docket	
<b>Strategies and skills</b> Create a timeline of the boycott with important milestones from the case included.	<b>Materials</b> <a href="http://www.tolerance.org/activity/bus-boycott-historical-documents-highlight-integration-miles">http://www.tolerance.org/activity/bus-boycott-historical-documents-highlight-integration-miles</a> various court documents	<b>Standards</b> D2.Civ.1 D2.Civ.5 D2.Civ.11 D2.Civ.12 D2.Civ.13 D2.Civ.14 D2.His.3 D2.His.5 D2.His.14 D2.His.15
HISTORICAL CONTEXT		Key concepts and vocabulary
<b>Content/topics</b> Plessy vs. Ferguson (1896), Brown vs. Board (1954), Early plans for a boycott and initial goals of the boycott, Arrest of Rosa Parks, Claudette Colvin's arrest	Jim Crow, segregation, boycott, ordinance, separate but equal	
<b>Strategies and skills</b> Compare Parks's story to Browder's and the other plaintiffs'. Explore other forms of segregation and discrimination. Consider earlier boycotts (Baton Rouge, LA 1953, Sarah Keys v. Carolina Coach Company, 1955, MS service stations 1952)	<b>Materials</b> Texts in perspectives: understanding Jim Crow, Brown v. Board, Plessy v. Ferguson <a href="http://www.tolerance.org/activity/unsung-heroes-civil-rights-movement">http://www.tolerance.org/activity/unsung-heroes-civil-rights-movement</a>	<b>Standards</b> R.1.1, R.1.2, D2.Civ.2, D2.Civ.3, D2.His.14, D2.His.15

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

Topic: Browder vs. Gayle

OPPOSITION		
<b>Content/topics</b> City of Montgomery's testimony, white obstructionism during boycott, failed negotiations with the city throughout the boycott	<b>Key concepts and vocabulary</b> statutes, anti-boycott, anti-business laws in Alabama, obstructionism	
<b>Strategies and skills</b> statutes, anti-boycott, anti-business laws in Alabama, obstructionism	<b>Materials</b> various court documents	<b>Standards</b> R.1.3, D2.Civ.5, D2.Civ.6, D2.Civ.10, D2.His.14, D2.His.15
TACTICS		
<b>Content/topics</b> Legal strategy vs. collective action, NAACP support for the case	<b>Key concepts and vocabulary</b> boycott, mass meeting, strategic organizing, appeal, solidarity	
<b>Strategies and skills</b> Compare and contrast strengths and weaknesses of collective action vs. legal strategy— why both were needed? Describe how nonviolence was leveraged in the movement.	<b>Materials</b> Handout comparing Klarman (court doesn't matter) to Glennon (court actually ended segregation) <a href="http://www.tolerance.org/lesson/juliette-hampton-morgan-white-woman-who-understood">http://www.tolerance.org/lesson/            juliette-hampton-morgan-white-            woman-who-understood</a>	<b>Standards</b> D2.Civ.7, D2.Civ.8, D2.Civ.9, D2.Civ.10, D2.Civ.12, D2.His.14, D2.His.15

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

Topic: Browder vs. Gayle

CONNECTIONS		
<b>Content/topics</b> subsequent legal challenges to segregation (voting rights, 1965, Alexandra Bus Boycott in Johannesburg, South Africa, 1957, Bristol Bus Boycott in Bristol, England, 1963) contemporary legal challenges to racism		<b>Key concepts and vocabulary</b> systemic racism, structural inequality
<b>Strategies and skills</b> connect past injustice to current inequality. Answer: how is race still a factor in these issues?  Identify goals of the civil rights movement that remain unmet today.	<b>Materials</b> <a href="http://www.tolerance.org/lesson/beyond-rosa-parks-powerful-voices-civil-rights-and-social-justice">http://www.tolerance.org/lesson/beyond-rosa-parks-powerful-voices-civil-rights-and-social-justice</a> various court documents	<b>Standards</b> R.1.1, R.1.2, D2.Civ.4, D2.Civ.11, D2.Civ.12, D2.Civ.13, D2.His.8, D2.His.9, D2.His.11, D2.His.13

## 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?