

Northwest History Consortium

Civil Rights Monument: Recognition for All

Susan Black
10th - 12th Grade

National Standard

Era 9: Postwar United States (1945-1970s) / Standard 4A

Standard 4A: The student understands the “Second Reconstruction” and its advancement of civil rights.

Washington State Social Studies EALRs

Social Studies EALR 4: CIVICS - The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

4.1.3A: *Analyze how individual rights can be balanced with the common good.*

4.1.3B: *Analyze why democracy requires citizens to deliberate on public problems and participate in collective decision making*

4.2.3A: *Engage in oral and written civic discourse to analyze pressing controversial issues and evaluate competing solutions*

4.2.3B: *Evaluate campaign and voting materials and activities and explain the importance of responsible voting*

Social Studies EALR 1: HISTORY - The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.

1.1.3A: *Group events and individuals by broadly defined historical eras and use timelines to identify and explain patterns of historical continuity and change in a succession of related events; compare and contrast different cultural perceptions of time*

1.1.3B: *Compare and evaluate competing historical narratives, analyze multiple perspectives, and challenge arguments of historical inevitability*

1.2.3: *Identify and analyze major concepts, people, and events in 20th century U.S. History including:*

- *Post-World War II domestic, political, social, and economic issues (1945-present)*

PROBLEM

Often times the Civil Rights Movement is seen as a power struggle between blacks and whites, and the opposing tactics of Martin Luther King, Jr. and Malcolm X to gain equal rights for all Americans. While these theories deserve to be recognized, it is extremely important to realize that not every struggle was black versus white and that many more people were involved in the progression of this movement.

So many of the names of those who played critical and minor roles in the pursuit of equality have been forgotten or looked over, for the glorification of a few.

“A community is democratic only when the humblest and weakest person can enjoy the highest civil, economic, and social rights that the biggest and most powerful possess.”

A. Philip Randolph

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SCENARIO

Often times the Civil Rights Movement is seen as a power struggle between blacks and whites, and the opposing tactics of Martin Luther King, Jr. and Malcolm X to gain equal rights for all Americans. While these theories deserve to be recognized, it is extremely important to realize that not every struggle was black versus white and that many more people were involved in the progression of this movement.

See: “Ode to Jimmy Lee” by Jim Strider Benston: <http://www.crmvet.org/poetry/pstrider.htm>.

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TASKS

Congress has granted permission for the construction of a new monument on the National Mall in Washington, D.C. dedicated to participants in the Civil Rights Movement. The Freedom for All Foundation (FAF), who were instrumental in lobbying for the monument’s approval, are pleased that a memorial dedicated to Martin Luther King, Jr’s participation in the movement is already underway; however, they feel that his, and Malcolm X’s, identification with the cause has overshadowed recognition of other people’s efforts and achievements. This project is not without its critics who contend that there is little reason to add another tribute to the Civil Rights Movement. They argue that there is only so much space on the National Mall and if a dedication is made to every aspect of every movement, the National Mall will become too cluttered for any of the structures to receive due respect. Your firm has been tasked with investigating whether another tribute is warranted and if so, to create a plan for what and/or who should be included on this tribute. The foundation, also, wants you to provide reasoning for your choices so that the board of directors can make an informed decision on whether to go with your plan. Your supervisor has chosen you to write up the plan and present it to the FAF board of directors.*

*Your classmates will vote on the best proposal and presentation.

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RESOURCES

Internet

Azbell, Joe. "5,000 At Meeting Outline Boycott; Bullet Clips Bus" from *The Montgomery Advertiser*, 6 December 1955. Alabama Department of Archives and History (Alabama Department of Archives and History Public Information Subject Files – General File, Bus Boycott, SG6945, folder 305b). 2010. Montgomery, AL. 7 September 2010 <<http://www.archives.state.al.us/teacher/rights/lesson1/doc2.html>>.

Baker, Ella. "Bigger Than a Hamburger" from *The Southern Patriot*, May 1960. Civil Rights Movement Veterans. ©1999 – 2010. San Francisco, CA. 26 August 2010 <<http://www.crmvet.org/docs/sncc2.htm>>.

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Carson, Clayborne. "African-American Leadership and Mass Mobilization" from *The Black Scholar*, Fall 1994. Stanford University. ©Stanford University. Stanford, CA. 26 August 2010 <http://www.stanford.edu/~ccarson/articles/black_scholar.htm>.

"Code of the City of Montgomery, Alabama: Separation of the Races-Required" (Section 10) from the Alabama Department of Archives and History. Charlottesville, VA: Michie City Publishing Co., 1952. Alabama Department of Archives and History. 2010. Montgomery, AL. 2 September 2010 <<http://www.archives.state.al.us/teacher/rights/lesson1/doc1.html>>.

Honicker, Bunny and Lucci, Jo Anne. "They Changed the World: The Story of the Montgomery Bus Boycott: '89 Enter Not Guilty Pleas To Bus Boycott Indictment'" from *The Montgomery Advertiser*, 14 February 1956. The Montgomery Advertiser. ©1997 – 2010. Montgomery, AL. 7 September 2010 <http://www.montgomeryboycott.com/not_guilty.htm>.

Johnson, Tom. "4-Hour Huddle: Bus Boycott Conference Fails To Find Solution" from *The Montgomery Advertiser*, 9 December 1955. Alabama Department of Archives and History (Alabama Department of Archives and History Public Information Subject Files – General File, Bus Boycott, SG6945, folder 305b). 2010. Montgomery, AL. 7 September 2010 <<http://www.archives.state.al.us/teacher/rights/lesson1/doc3.html>>.

Montgomery Improvement Association. "Integrated Bus Suggestions," 19 December 1956 from the *Inez Jessie Baskin Papers*. Alabama Department of Archives and History. 2010. Montgomery, AL. 2 September 2010 <<http://www.archives.state.al.us/teacher/rights/lesson1/doc7.html>>.

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Robinson, Susan. "The Black Panther Party: Bobby Seale" from *A Day in Black History*, republished on 14 November 2005. Gibbs Magazine. ©2007 – 2010. Oakland, CA. 30 August 2010 <<http://www.gibbsmagazine.com/Black%20Panther%20Pty.htm>>.

"They Changed the World: The Story of the Montgomery Bus Boycott: 'House Defeats Effort To Kill *Right Bill*'" from *The Montgomery Advertiser*, 20 July 1956. The Montgomery Advertiser. ©1997 – 2010. Montgomery, AL. 7 September 2010 <http://www.montgomeryboycott.com/article_560720_defeats.htm>.

"They Changed the World: The Story of the Montgomery Bus Boycott: 'Newspaper Front Pages'" from *The Montgomery Advertiser*, 1955-1956. The Montgomery Advertiser. ©1997 – 2010. Montgomery, AL. 7 September 2010 <http://www.montgomeryboycott.com/newsfronts_01.htm>.

"They Changed the World: The Story of the Montgomery Bus Boycott: 'School Prepares Negroes For Mass Return To Buses'" from *The Montgomery Advertiser*, 15 December 1956. The Montgomery Advertiser. ©1997 – 2010. Montgomery, AL. 7 September 2010 <http://www.montgomeryboycott.com/article_561215_schools.htm>.

"They Say That Freedom Is A Constant Struggle." Photos, 1963. Civil Rights Movement Veterans. ©1999 – 2010. San Francisco, CA. 3 September 2010 <<http://www.crmvet.org/images/imgstrug.htm>>.

"Volunteers." Photos, 1964. Civil Rights Movement Veterans. ©1999 – 2010. San Francisco, CA. 3 September 2010 <<http://www.crmvet.org/images/imgvols.htm>>.

"What Did The Supreme Court Actually Rule?" editorial from *The Montgomery Advertiser*, 26 April 1956. Alabama Department of Archives and History (Alabama Department of Archives and History Public Information Subject Files – General File, Bus Boycott, SG6945, folder 305b). 2010. Montgomery, AL. 7 September 2010 <<http://www.archives.state.al.us/teacher/rights/lesson1/doc6.html>>.

ASSESSMENT

Each group will be required to complete a written paper and an oral presentation. In addition, each group member will anonymously evaluate their fellow group members, along with the effort and the energy they demonstrated toward the project.

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ORAL PRESENTATION RUBRIC

	2	4	6	8
Central Question or Problem	Identifies a relevant issue or sub-problem in the scenario	States a central question or problem in the scenario	States a clear and accurate central question or problem with reasons for its importance	Gives other possible questions or problems and tells why this is the central question or problem
Position or Decision	Focuses on the central issue in the scenario	Answers the question or addresses the problem	Explains why this decision is better than other possible choices	Describes the process of making the decision
Supporting Argument	Explains the decision with reasons	Provides three or more logical reasons	Provides three or more reasons that, taken together, logically lead to the position	Provides at least one counter-reason to the position
Evidence Sources	Gives sources to explain the decision	Gives three or more reliable sources	Gives sources to support the main parts of the argument	Gives sources that do not support the decision and tells why they were not accepted
Argument	Uses vocabulary that can be understood by the audience	Gives the question, decision, argument, and evidence with sources	Explains why the ideas should be important to this audience	Uses a story, or other “hook” to get the audience interested
Reflection	Gives timeline of problem solving activities	Describes problems or challenges the group had	Identifies important “ah-has” for the group and explains how they happened	Describes what could have been better and lessons learned
Speaking Skills	Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone	Some mumbling; little eye contact; uneven rate; little or no expression	Clear articulation but not as polished	Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence
Audience Response	Incoherent; audience lost interest and could not determine the point of the presentation	Some related facts but went off topic and lost audience; mostly presented facts with little or no imagination	Presented facts with some interesting “twists”; held the audience’s attention most of the time	Involved the audience in the presentation; points made in creative way; held audience’s attention throughout
Length of Presentation	More than 4 minutes away from allotted time	Between 2-4 minutes of allotted time	Between 0-2 minutes from allotted time	Within allotted time

*The score is dependent upon meeting the requirements of the lower scores as well.

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WRITTEN REPORT RUBRIC

	2	4	6	8
Central Question or Problem	Identifies a relevant issue or sub-problem in the scenario	States a central question or problem in the scenario	States a clear and accurate central question or problem with reasons for its importance	Gives other possible questions or problems and tells why this is the central question or problem
Position or Decision	Focuses on the central issue in the scenario	Answers the question or addresses the problem	Explains why this decision is better than other possible choices	Describes the process of making the decision
Supporting Argument	Explains the decision with reasons	Provides four or more logical reasons	Provides four or more reasons that, taken together, logically lead to the position	Provides at least one counter-reason to the position
Evidence Sources	Gives sources to explain the decision	Gives five or more reliable, cited sources	Gives sources to support the main parts of the argument	Gives sources that do not support the decision and tells why they were not accepted
Argument	Uses vocabulary that can be understood by the audience	Gives the question, decision, argument, and evidence with sources	Explains why the ideas should be important to this audience	Uses a story, or other “hook” to get the audience interested
Sentence Structure	Repetitious; fragments and run-ons are frequent	Variety is present; some errors are evident	Complete and correct	Complete; varied; interesting
Punctuation/ Spelling	Block meaning	Careless or distracting	Errors present but do not interfere with meaning	Error-free
Voice	Unclear	Mechanical, formulaic	Clear and authentic	Distinctive; appropriate to task and audience

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REFERENCES/CITATIONS

Black, Susan. "Civil Rights Monument: Recognition for All." NWESD Organization. 2009. Anacortes, WA. 11 November 2010 <<http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/9-4ACivilRights.Monument.Black.10-12.pdf>>.

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