

## Title: Civil Rights Acts

Grade Level: 9-12

Subject: ELA & Social Studies

Keywords: 14<sup>th</sup> Amendments, NAACP, Civil Rights Acts, boycott, Reconstruction, Radical Republicans, Affirmative Action

<b>Lesson Plan:</b>	The Civil Rights Acts
<b>Subject:</b>	American History
<b>Grade:</b>	9-12
<b>Description/ Abstract of Lesson</b>	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
<b>SS.912A.7</b>  <b>SS.912.A.2.4</b>	Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life. Distinguish the freedoms guaranteed to African Americans and other groups with the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments to the Constitution.
<b>LAFS912.RH.1.1</b>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
<b>LAFS.912.WHST.3 .9</b>	Draw evidence from informational text to support analysis, reflection and research.
<b>Objective(s):</b>	<ul style="list-style-type: none"><li>• Students will: be able to compare and contrast different Civil Rights Acts from reconstruction to the 1964 Civil Rights Acts</li><li>• Using the Civil Rights Movement timeline worksheet students will be able to analyze Supreme Court decisions related to the Civil Rights Movement</li><li>• Students will be able discuss the 14<sup>th</sup> and 15<sup>th</sup> Amendments to the Constitution</li></ul>
<b>Materials:</b>	<ul style="list-style-type: none"><li>● Civil Rights Act PowerPoint</li><li>● Civil Rights Acts Timeline</li></ul>
<b>Duration:</b>	<ul style="list-style-type: none"><li>● 1-2 class periods</li><li>● Block Scheduling (90 min.) 1 class period</li></ul>
<b>Lesson Lead In/ Opening:</b>	<ol style="list-style-type: none"><li>1. Open the class discussion from the Warmup or Do Now.</li><li>2. Inform the students today they will be learning about The Civil Rights Movement. The teacher will write the three levels of government on the board. Then give students scenarios and ask the students to write on the board which level of government is responsible? EX: Which level of government is responsible for the welfare of the people? (federal); Which level of government is responsible for setting policies for elections and voting? (local and state)</li><li>3. The teacher will ask the students what is the job of the Federal Supreme Court?</li></ol>
<b>Activity 1:</b>	Warm up or Do Now: What are Civil Rights? Brainstorm at least three rights that you think are Civil Rights laws.

<b>Activity 2:</b>	<p>Teach: Using the Civil Rights Acts PowerPoint</p> <p>The first Civil Rights Act was during reconstruction</p> <p>The Radical Republicans and the persistence passing of the 14<sup>th</sup> Amendment</p> <p>In the mid-1900s, many African Americans joined peaceful movements to combat the discrimination and unfair treatment they had endured. The civil rights movement in 1960s grew into a national movement to end racial segregation and discrimination against African Americans and others. The movement fought unfair treatment by using the Supreme Court decisions, massive civil resistance through nonviolent protests, boycotts, demonstrations, sit-ins, and marches.</p> <p>The passing of the Civil Rights Acts and Voting Laws opened doors for other minority groups</p>
<b>Activity 3:</b>	<ul style="list-style-type: none"> <li>▪ Make a Venn Diagram</li> <li>▪ Compare and Contrast any two Civil Rights Act.</li> <li>▪ Use at least two provisions from each act when comparing</li> </ul>
<b>Activity 4:</b>	<p>Have the students write a brief essay explaining one of the Civil Rights Acts in their own words answering the question: How far has African Americans progressed since the March on Washington?</p>
<b>Higher Order Thinking Questions:</b>	<p>Considering Universities, Colleges and jobs today, should affirmative action be implemented? Why or why not?</p> <p>What internal problems did the Civil Rights movement faced that may have played a major weakness to the movement?</p>
<b>Suggested Books:</b>	<p><b>Because They Marched: The Peoples Campaign for Voting Rights That Changed America</b> by Russell Freedman</p>
<b>Web Resources</b>	<p><a href="https://law.justia.com/constitution/us/article-1/26-spending-for-the-general-welfare.html">https://law.justia.com/constitution/us/article-1/26-spending-for-the-general-welfare.html</a></p> <p><a href="https://browardschools.instructure.com/courses/396169/modules/items/10832207">https://browardschools.instructure.com/courses/396169/modules/items/10832207</a></p> <p><a href="https://www.usnews.com/news/national-news/articles/2017-07-12/race-troubles-109-us-cities-faced-violence-in-1967">https://www.usnews.com/news/national-news/articles/2017-07-12/race-troubles-109-us-cities-faced-violence-in-1967</a></p> <p><a href="https://www.youtube.com/watch?v=q1_KtW-9tlg&amp;t=3s">https://www.youtube.com/watch?v=q1_KtW-9tlg&amp;t=3s</a></p> <p><a href="https://www.ourdocuments.gov/doc.php?flash=true&amp;doc=100">https://www.ourdocuments.gov/doc.php?flash=true&amp;doc=100</a></p> <p><a href="https://www.tolerance.org/magazine/browder-v-gayle-the-women-before-rosa-parks">https://www.tolerance.org/magazine/browder-v-gayle-the-women-before-rosa-parks</a></p> <p><a href="https://www.history.com/topics/black-history/fourteenth-amendment#section_4">https://www.history.com/topics/black-history/fourteenth-amendment#section_4</a></p>

**Civil Rights Movement Timeline**

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As you view this lesson, take notes to answer questions about the Civil Rights Movement.

<p>_____</p> <p><b>1866</b> Reconstruction →</p>	<p>Which amendment was created from the first Civil Rights act?</p> <p>1.</p>
<p>_____</p> <p><b>1875</b> Civil Rights Act →</p>	<p>What did the new law require for public conveyances declare?</p> <p>2.</p>
<p>_____</p> <p><b>1883</b> Supreme Court Decision →</p>	<p>3. Why did the Supreme Court declare the Act unconstitutional?</p>
<p>_____</p> <p><b>1954</b> The Public School →</p>	<p>4. What was the full name of the organization?</p>
<p>_____</p> <p><b>1954</b> The Public School →</p>	<p>5. What was the court's decision?</p>
<p>_____</p> <p><b>1955</b> Montgomery Bus Boycott</p>	<p>6. What sparked the bus boycott?</p>
<p>_____</p> <p>The Montgomery Movement →</p>	<p>7. What were the goals of the bus boycott?</p>
<p>_____</p> <p>Class Action lawsuit →</p>	<p>9. What were the court decision?</p>
<p>_____</p> <p><b>1957</b> Civil Rights after Reconstruction →</p>	<p>10. Whom did the act give power to? What rights were given?</p>
<p>_____</p> <p><b>1963</b> March on Washington →</p>	<p>11. What were the goals for the March?</p>
<p>_____</p> <p>→</p>	<p>12. Who were the leaders?</p>

**1963** Executive Order 11114



13. What was the purpose?

**1965** President Lyndon  
Johnson



14. What did the Act outlaw?

15. How did this Act help change Civil Rights today?