

SREB Readiness Courses
Transitioning to college and careers

Literacy Ready

History Unit 1
The Academic Notebook

Name



Unit 1

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Course Overview

Welcome! You are enrolled in the first history unit of the SREB Readiness Course-Literacy Ready. What does historical literacy mean? Historical literacy is the ability to read and determine meaning from historical sources whether they are primary, secondary or tertiary sources. In this course, you will take part in several activities to improve your historical literacy. While the content covered in this course is important, a principal purpose is to equip you with the tools necessary to be more successful in college coursework. To that end, the creators of the course have developed this academic notebook.

Purposes of the Academic Notebook

The academic notebook has two roles in this course. The first role of the notebook is to provide you with a personal space to record your work. The academic notebook is where you should record your thoughts about materials you are reading. For example, if you are hearing a lecture, take notes in this notebook. Use the tools in the notebook to assist you in organizing your notes.

The second role of the notebook is that of an assessment tool. Your instructor may periodically collect the notebooks and review your work to insure that you are remaining on task and to assist with any material that is causing difficulty. Your instructor may also assign tasks to be completed in the notebook, such as in-class writing assignments. At the end of this six-week unit, your instructor will review the contents of this notebook as part of your overall grade. Thus, it is important that you work seriously as this notebook becomes the (historical) record of your activity in this course.

Essential Question

The following essential question for the entire six-week unit should be used to guide your thinking when analyzing the materials presented in this class. When taking notes, come back to the question and consider how the historical sources you are analyzing help to answer these questions. The question is especially important as it represents the theme of the course. In the back of your mind, in every task you complete, you should consider this question. This is partly how historians work, and it is important for you to realize that up front. Historians, like all scientists, approach a problem and try to hypothesize a solution to the problem. Therefore, historians think thematically as they work through source material, which helps account for why two tertiary sources on the same topic may have two different perspectives on the event being studied.

How did the Civil Rights Movement of the 1960s transform the concept and practice of liberty in America?

Sub-questions:

1. What changed? Was the change legal, social, political, economic or cultural?
2. Who was responsible?
3. What tactics were used? Were these legal, social, political, economic or cultural?
4. What challenges were faced?

Lesson 1

What is History?

In this lesson, you will . . .

- Reflect and write about what historians do.
- Read and annotate the kind of documents that historians read.
- Reflect and write again about what historians do.

Activity

1 What Do Historians Do?

Think about this question for a moment, and, based upon your past experiences reading and studying history, write for five minutes in the space provided to answer this question.

Keep what you wrote in mind as you complete the next activities. You will get a chance to revise your statement at the end of this lesson.

FROM THE STUDENT ACADEMIC NOTEBOOK

Activity

2 Read Historical Documents

In the 1950s, the South was segregated. African Americans could not attend the same schools or drink from the same fountains as whites. Black schools did not have the same resources as white schools even though the Supreme Court had said that the schools must be equal. On September 4, 1957, after a court decision called for an end to school segregation, nine black students in Little Rock, Arkansas, tried to attend Central High—a formerly all white high school. The governor of Arkansas, Governor Faubus, ordered the State Militia to keep the students from entering the building. A judge required the governor to call off the militia, and on September 24, the Little Rock Police helped the nine students enter the school. When a mob gathered that same day, the students had to escape, again with the help of the police. It finally took federal troops ordered by President Eisenhower to get the students permanently placed in the school (on September 25). Why did Governor Faubus try to keep the African Americans out of Central High? Historians argue about his motivations. Your job is to decide why you think he ordered the guards to keep the students out.

You will read documents that differ in perspective and in the claim that is being made about Governor Faubus' actions in the integration of Central High School. Read each of them to determine what they are saying about him and how and why they differ. If you would like, you may take notes on the texts themselves to help you remember the key parts that are different. Historians refer to the documents written during the time period as *primary source documents*. They use primary source documents as evidence for their interpretations of what happened in the past; the first two documents are considered primary sources.

Document #1: retrieved on 4/15/15 from:

<http://scipio.uark.edu/cdm/compoundobject/collection/Civilrights/id/1254/rec/1>

Transcript:

TO ALL TO WHOM THESE PRESENTS SHALL COME—GREETINGS:

WHEREAS: The Governor of the State of Arkansas is vested with the authority to order to active duty the Militia of the State in case to tumult, riot, or breach of the peace, or imminent danger thereof; and

WHEREAS: It has been made known to me as Governor, from many sources, that there is imminent danger of tumult, riot, and breach of the peace and the doing of violence to persons and property in Pulaski County, Arkansas;

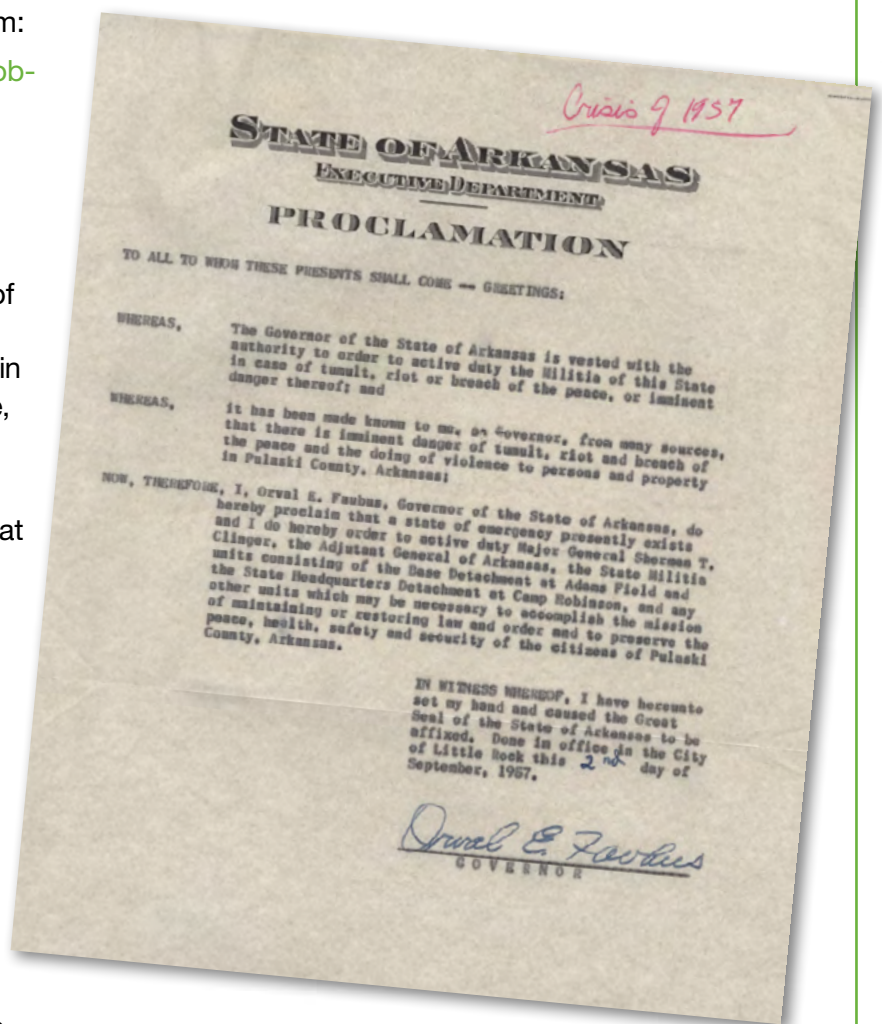
NOW, THEREFORE, I, Orval E. Faubus, Governor of the State of Arkansas do hereby proclaim that a state of emergency presently exists and I do hereby order to active duty Major General Sherman T. Clinger, the Adjutant General of Arkansas, the State Militia units consisting of the Base

Detachment at Adams Field and the State Headquarters Detachment at Camp Robinson, and any other units which may be necessary to accomplish the mission of maintaining or restoring law and order to preserve the peace, health, safety and security of the citizens of Pulaski County, Arkansas.

IN WITNESS THEREOF, I have hereunto Set my hand and caused the Great Seal of the State of Arkansas to be affixed. Done in office in the City of Little Rock this 2nd day of September, 1957.

Orval E. Faubus (signature)

GOVERNOR



Document 2: Retrieved on 1/5/13 from:

http://www.eisenhower.archives.gov/research/online_documents/civil_rights_little_rock/.

TRANSCRIPT:

WAC24PD
LITTLE ROCK ARK WEP 23 344PNC
THE PRESIDENT
THE WHITE HOUSE

THE CITY POLICE, TOGETHER WITH THE STATE POLICE, MADE A VALIANT EFFORT TO CONTROL THE MOB TODAY AT CENTRAL HIGH SCHOOL. IN THE FINAL ANALYSIS, IT WAS DEEMED ADVISABLE BY THE OFFICER ON THE GROUND AND IN CHARGE TO HAVE THE COLORED CHILDREN REMOVED TO THEIR HOMES FOR SAFETY PURPOSES.

THE MOB THAT GATHERED WAS NO SPONTANEOUS ASSEMBLY. IT WAS AGITATED, AROUSED, AND ASSEMBLED BY A CONCERTED PLAN OF ACTION.

ONE OF THE PRINCIPAL AGITATORS IN THE CROWD WAS A MAN BY THE NAME OF JIMMY KARAM, WHO IS A POLITICAL AND SOCIAL INTIMATE OF GOVERNOR FAUBUS, AND WHOSE WIFE IS NOW WITH GOVERNOR'S PARTY AT THE SOUTHERN GOVERNOR'S CONFERENCE. KARAM HAS A LONG RECORD OF EXPERIENCE IN STRIKE-BREAKING, AND OTHER ACTIVITIES SUCH AS HE ENGAGED IN TODAY.

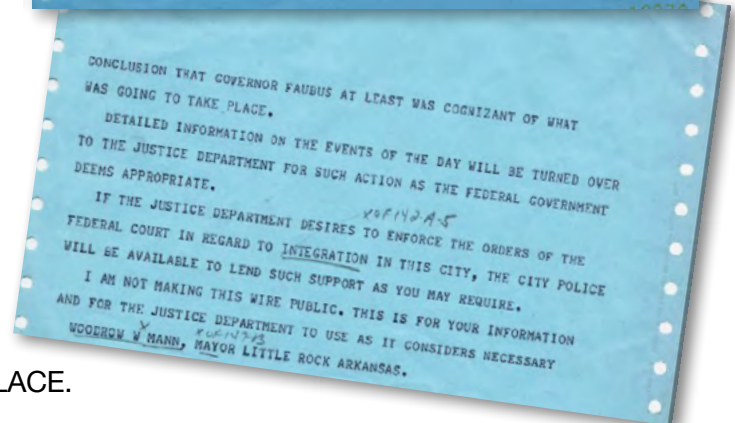
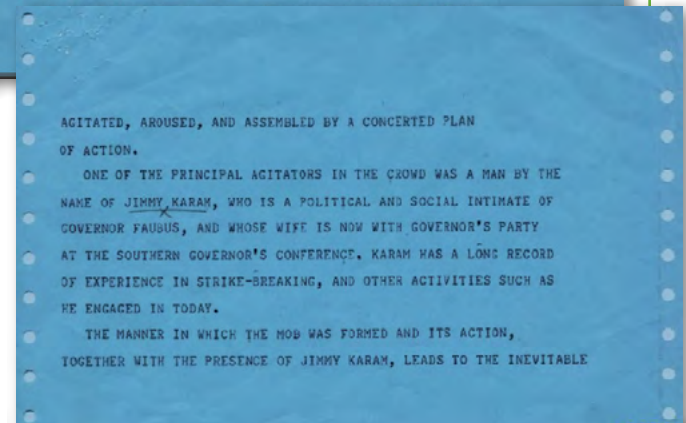
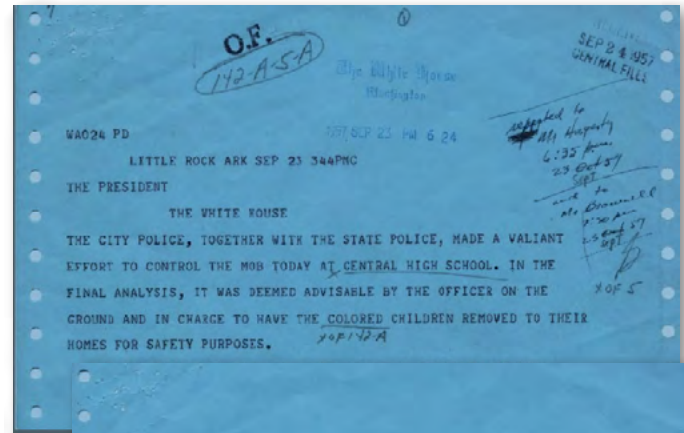
THE MANNER IN WHICH THE MOB WAS FORMED AND ITS ACTION, TOGETHER WITH THE PRESENCE OF JIMMY KARAM, LEADS TO THE INEVITABLE CONCLUSION THAT GOVERNOR FAUBUS AT LEAST WAS COGNIZANT OF WHAT WAS GOING TO TAKE PLACE.

DETAILED INFORMATION ON THE EVENTS OF THE DAY WILL BE TURNED OVER TO THE JUSTICE DEPARTMENT FOR SUCH ACTION AS THE FEDERAL GOVERNMENT DEEMS APPROPRIATE.

IF THE JUSTICE DEPARTMENT DESIRES TO ENFORCE THE ORDERS OF THE FEDERAL COURT IN REGARD TO INTEGRATION IN THIS CITY, THE CITY POLICE WILL BE AVAILABLE TO LEND SUCH SUPPORT AS YOU MAY REQUIRE.

I AM NOT MAKING THIS WIRE PUBLIC. THIS IS FOR YOUR INFORMATION AND FOR THE JUSTICE DEPARTMENT TO USE AT IT CONSIDERS NECESSARY.

WOODROW W MANN, MAYOR, LITTLE ROCK ARKANSAS.



Think about answers to the following questions:

Who wrote the documents?

When did they write them?

For what purpose were they written?

To whom were the authors of these documents writing?

What perspectives do these authors have?

What is the claim Governor Faubus is making about his placement of troops at Central High School?

What is Woodrow Mann's claim about that?

Do they provide evidence for that claim? If so, what is it?

These are questions that historians ask as they try to make sense of the past. They ask questions about the source, they consider the time period in which they were written, and they corroborate—look at the agreements and disagreements across documents.

Activity

3 Read a Historical Account

Read the third text, an excerpt (and a secondary source) taken from an account of Governor Faubus' life taken from the Encyclopedia of Arkansas History and Culture. Determine: (1) what evidence the author was using in writing this account, and (2) what he believed about Governor Faubus. Was Faubus merely trying to keep the public safe or was he determined to keep Central High School segregated for his own political purposes? You can take notes.

Document 3: History Text Excerpt

On September 2, 1957, Faubus called out the **National Guard** to block the admission of nine black pupils to Central High School. His justification was that violence threatened and he had to preserve the peace. A federal judge ordered the guardsmen removed. The students, known as the **Little Rock Nine**, returned to the school but were met by a mob of enraged segregationists. The local police, unable to control the crowd, spirited the Nine out of the building. President Dwight D. Eisenhower federalized the National Guard and dispatched Army troops to restore order and enforce the court's ruling. The troops stayed through the school year. Little Rock voted to **close its high schools** the following year in a vain attempt to thwart further integration. Then, stung by bad publicity and facing economic decline, the city voted to reopen them with token integration.

Faubus lost the battle with Eisenhower, but his actions ensured his election as governor four more times. He left office undefeated in 1967 after knocking off one opponent after another, including former governor Sid McMath, the millionaire **Winthrop Rockefeller**, and Congressman Dale Alford—all one-time allies who had turned against him.

He accumulated unprecedented power over Arkansas politics. His followers remained loyal even after the race conflict subsided. He was opposed by a substantial coalition of **African Americans** and white liberals and moderates, led by the **Arkansas Gazette**, from 1957 until he left office. During his later years in office, he reached out to black voters and won substantial support there.....

Catering to the clamors of white supremacists seemed out of character for Faubus, a figure of pronounced country dignity and unusual public reserve. His personal convictions at the time were not virulently racist; indeed, his administration had favored the black minority in several instances. For example, he hired a number of black people in state government and saw to it that historically black colleges and other institutions received financial support. He joined a fight to abolish the discriminatory **poll tax** and replace it with a modern voter registration system. And the voters who repeatedly returned him to office were apparently driven by something more than the obvious motive of racism. They seemed in part to be applauding their governor for standing up to an all-powerful federal government.

By Roy Reed, Hogeye, Arkansas in *The Encyclopedia of Arkansas History and Culture*, retrieved at: <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=102> on Nov 4, 2012.

Roy Reed also wrote a biography of Faubus: *The Life and Time of an American Prodigal*. Fayetteville, AR: University of Arkansas Press, 1997, and was a writer and reporter for the Arkansas Gazette. One can read about him at:

<http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=1051>.

This entry, originally published in *Arkansas Biography: A Collection of Notable Lives*, appears in the *Encyclopedia of Arkansas History & Culture* in an altered form. *Arkansas Biography* is available from the University of Arkansas Press.

**Document 4: Arkansas Gazette editorial
September 24, 1957**

The march of events in Little Rock over the last three weeks has now led to an inevitable climax.

Yesterday President Eisenhower made the hard and bitter decision he has sought to avoid. He will use federal troops to restore law and order to the City of Little Rock.

The president's language made his meaning unmistakable. To the White House reporters at Newport he read a statement in the numbered paragraphs of the old military man:

"I want to make several things very clear in connection with the disgraceful occurrences of today at Central High School in the city of Little Rock.

"1. The federal law and orders of a United States District Court implementing that law cannot be flouted with impunity by an individual or any mob of extremists.

"2. I will use the full power of the United States—including whatever force may be necessary to prevent any obstruction of the law and to carry out the orders of the federal court."

We can hope that we may yet escape the tragic spectacle of federal soldiers deployed on the streets of Little Rock for the first time since the post-Civil War period of Reconstruction.

The decision is up to the members of the riotous mob, which assembled yesterday at Central High School and finally passed beyond the control of the local police—who did their duty and did it well.

If these reckless men force the issue again this morning the federal troops will march—as they must march to restore order and end the intolerable situation in which this city now finds itself.

Arkansas Gazette, September 24, 1957

Now We Face Federal Troops

The march of events in Little Rock over the last three weeks has now led to an inevitable climax.

Yesterday President Eisenhower made the hard and bitter decision he has sought to avoid. He will use federal troops to restore law and order to the City of Little Rock.

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We can hope that we may yet escape the tragic spectacle of federal soldiers deployed on the streets of Little Rock for the first time since the post-Civil War period of Reconstruction.

The decision is up to the members of the riotous mob which assembled yesterday at Central High School and finally passed beyond the control of the local police—who did their duty and did it well.

If these reckless men force the issue again this morning the federal troops will march—as they must march to restore order and end the intolerable situation in which this city now finds itself.

After reading the four documents, what do *you* think Faubus' motivations were for trying to keep the Little Rock Nine out of Central High School? Write down at least three key ideas from the texts that helped you come to that conclusion. You may write these in a numbered list.

1.

2.

3.

Activity

4 Vocabulary

Can you explain the meaning of these words? These words will help you talk about history the way historians do.

Primary Source Document

Secondary Source Document

Sourcing

Contextualization

Corroboration

Activity

5 Returning to the Definition of What Historians Do

Revise your definition of what historians do!

Read about how historians read in the appendix of this notebook.

Activity

6 Orientation to the Task

How did concepts of liberty and equality change during the 1960's Civil Rights Movement?

After reviewing the texts in this unit, write an essay in which you argue the causes of the change, explain the way in which the changes took place, and explain why a counterclaim can be refuted. Support your discussion with evidence from the texts.

Throughout this unit you will be learning several strategies to read the important kinds of texts that a historian would read to develop a complete understanding of a time period in history. You began this process when we examined historical documents about desegregation in the Little Rock Schools in 1957. We learn from examining multiple sources of accounts from the same time period about what actually may have happened and gain insights to the perspectives of diverse authors. In this unit you will learn more about how historians examine and interpret texts. These strategies will help you to discover information about the time period to help you prepare your written assignment.

You will be developing an essential question graphic organizer throughout this unit to help you answer the essential question: **How did concepts of liberty and equality change during the 1960's Civil Rights Movement?**

There will be several sub-questions to answer along the way:

- 1. What changed? Was the change legal, social, political, economic, cultural?**
- 2. Who was responsible?**
- 3. What tactics were used? Were these legal, social, political, economic, cultural?**
- 4. What challenges were faced?**

In your essay you will:

- Cite at least 5 sources
- Point out key elements from each source
- Address the credibility and origin of the sources
- Include a bibliography

Reread the task above, and in a quick write, write your first reaction to the prompt. What things will you have to do to be successful on the task? What ideas do you have about a possible topic? What strategies will you use to help you pick? Be prepared to share your response.

You will be learning several reading and writing strategies during this unit to help you prepare this assignment, which will be due near the end of the unit. You will also be developing a timeline to help you plan your work to complete the assignment on time.

Read the task above and quickly write your first reaction to the prompt. Do you have a topic in mind yet?

If not, what strategies do you have to help you pick?

Week-by-week timeline for the project:

Week 1: Topic and proposed “thesis statement” (or claim).

Week 2: Find at least five sources on topic addressing your claim.

Week 3: Read, annotate, and take organized notes on the sources and create an outline for your PowerPoint.

Week 4: Create a first draft, seek input from others, and revise

Week 5: Present revised PowerPoint to class.

What are the benefits of having a step-by-step timeline?

What challenges will you face?

Literacy Design Collaborative Rubric

Scoring Elements	1 Not Yet	1.5	2 Approaches Expectations	2.5	3 Meets Expectations	3.5	4 Advanced
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. Makes no mention of counterclaims.		Establishes a claim Makes note of counterclaims.		Establishes a credible claim. Develops claim and counterclaims fairly.		Establishes and maintains a substantive and credible claim or proposal. Develops claims and counterclaims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage and mechanics. Sources are used without citation		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Lesson 2

Gateway Activity–Civil Rights

In this lesson, you will . . .

- Interpret photographs using the National Archives process and information about context and source.
- Begin a timeline of the Civil Rights Movement.
- Explain the role that sourcing, contextualization and chronology have in history reading.

Activity 1 will be led by your teacher in class.

Activity

2 Analyze Photographs

Photographs from the time period are considered *primary sources*.

Analyze this photograph using the steps on the next page.



Photo Analysis Worksheet

Complete the information on the worksheet for your assigned photograph(s).

Step 1. Observation

A. Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

Photo title or number:

B. Use the chart below to list people, objects and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

- 1.
- 2.
- 3.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Here is the source and contextual information for this photograph:

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408. Modified by J. Barger 9-9-12.

How does this information add to your understanding of the photograph?

Activity

3 Analyze Photographs in Groups

Analyze two more photographs in assigned groups. First conduct the National Archives analysis, then read about the source and context of the photograph in order to gain further insights.



Photo 1



Photo 2



Photo 3



Photo 4



Photo 5



Photo 6



Photo 7



Photo 8



Photo 9



Photo 10

Analysis #1

A. Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

Photo title or number

B. Use the chart below to list people, objects and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

- 1.
- 2.
- 3.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Analysis #2

A. Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

Photo title or number

B. Use the chart below to list people, objects and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

- 1.
- 2.
- 3.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Source and context of the photos:

- Retrieved from America.gov:** http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/4.html.
Taken: September 4, 1957
Context: Elizabeth Eckford – one of nine black students attempting to attend Central High School, in Little Rock, Arkansas – is met with jeers and turned back by National Guard troops.
- Retrieved from Library of Congress:** http://www.loc.gov/rr/print/list/085_disc.html.
Taken: May, 1940, by Delano, photographer
Context: Durham, North Carolina. “At the Bus Station.” The segregation laws known as “Jim Crow” dominated the American South for three quarters of a century beginning in the 1890s. The laws affected almost every aspect of daily life, and included segregation of schools, parks, libraries, drinking fountains, restrooms, buses, trains, and restaurants. “Whites Only” and “Colored” signs were constant reminders of the enforced racial order.
- Retrieved from Dallas News:**
<http://photographyblog.dallasnews.com/2013/05/today-in-photo-history-14-3.html/>.
Taken: May 14, 1961
Context: A Freedom Riders bus goes up in flames on May 14, 1961 after a firebomb was tossed through a window near Anniston, Alabama. The bus, which was testing bus station segregation in the south, had stopped because of a flat tire. Passengers escaped without serious injury. (AP Photo)
- Retrieved from:**
http://biology.clc.uc.edu/fankhauser/society/freedom_rides/freedom_ride_dbf.htm.
Taken: May 21, 1961
Context: The surviving contingent of Riders took a bus from Birmingham to Montgomery, Alabama, protected by a contingent of the Alabama State Highway Patrol. However, when they reached the Montgomery city limits, the Highway Patrol abandoned them. At the bus station, a large white mob was waiting with baseball bats and iron pipes. The local police allowed them to viciously beat the Freedom Riders uninterrupted. Again, white Freedom Riders, branded “Nigger-Lovers,” were singled out for particularly brutal beatings.
- Retrieved from America.gov:** http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/4.html.
Taken: March 7, 1965
Context: John Lewis, the leader of Student Nonviolent Coordinating Committee, is beaten by a state trooper March 7, 1965, as he attempts to march with 600 others from Selma to Montgomery, Alabama, in a right-to-vote demonstration. The day is known as “Bloody Sunday.”
- Retrieved from America.gov:** http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/4.html.
Taken: November 1960
Context: US Deputy Marshals escort 6-year-old Ruby Bridges from William Frantz Elementary School in New Orleans in November 1960. The first grader was the only black child enrolled in the school.
- Retrieved from Library of Congress:** <http://www.loc.gov/pictures/item/2002709628/>.
Taken: 1961
Context: Interior of Freedom Riders’ Bus, with view through window of six police cars and soldiers lining pavement.
- Retrieved from America.gov:** http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/4.html.
Taken: 1960
Context: Members of the North Carolina Student Nonviolent Coordinating Committee, sparked sit-ins by students across the South by sitting at segregated lunch counters.

9. **Retrieved from America.gov:** http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/4.html.

Taken: June 11, 1963

Context: Governor George Wallace prevents black students from registering at the University of Alabama in Tuscaloosa on June 11, 1963. At right, Nicholas Katzenbach, deputy attorney general of the United States listens to Wallace.

10. **Photograph shown by permission of Ken Guthrie (private photograph)**

Taken: April 9, 1968

Context: Martin Luther King funeral procession. The photograph shows a three-mile procession to Morehouse College, King's alma mater, for a public service from Ebenezer Baptist Church, where King and his father both served as senior pastors.

Activity

4 Reflecting on the Photographs

Think about the photographs you analyzed today. Answer the following questions:

What concepts of freedom and liberty are addressed in the photographs?

Based on what you have observed above, list three things you might infer from this photograph.

- 1.
- 2.
- 3.

What tactics are being used by individuals and groups in the photographs?

What reactions do you have to the photographs?

Activity

5 Create a Timeline

Return to the photographs and number them in chronological order. Then, place the events depicted in the photographs on the timeline below. Add other dates that you remember. As you complete the unit, you will continue to add dates to this timeline.

1950	1951	1952	1953
1954	1955	1956	1957
1958	1959	1960	1961
1962	1963	1964	1965
1966	1967	1968	1969
1970	Notes:		

Activity

6 Vocabulary

Define the following terms and write down the ways in which you used the following tools of historians in this lesson.

Sourcing:

Contextualization:

Primary source documents:

Secondary source documents:

Chronology:

Lesson 3

Anchor Text and Essential Questions

In this lesson, you will...

- Show that you understand the focus of the unit, the time period in which this unit takes place, and the kinds of questions your reading will answer through the annotations you make and the questions you ask.
- Engage in close reading of the text.
- Show that you understand targeted vocabulary.

Vocabulary:

Discipline specific vocabulary

- Universal manhood suffrage
- Abolitionist
- Jim Crow Laws
- *Brown v. Board of Education*

Words that help you discuss the discipline

- Close Reading
- Annotation
- Anchor Text

General academic vocabulary

- Endowed
- Unalienable

Activity

1 Reading an Anchor Text

Read an *anchor* text and consider an essential question that will guide your reading of the unit. An anchor text sets the stage and provides the context for the reading you will be doing in the rest of this unit. The *essential question* will keep you focused on key issues as you read the texts in the unit. This lesson will also ask you to engage in *close reading*—reading the text carefully, interpreting the meaning of what you are reading at the word level and beyond, even if you experience difficulty. It is okay to struggle with meaning and to work your way through those struggles to arrive at the most precise interpretation you can muster.

- Read the following anchor text. Highlight or mark important parts of the text and key words or words you don't know.
- As you read, write your thoughts and questions in the margin.
- If you are reading with a partner or group, stop after each paragraph and share your difficulties, thoughts, and questions.
- If you are reading with a partner or group, compile a master list of questions that you have.

The Changing Concept of Liberty and Equality in the 60s: From the Freedom Rides to the War on Poverty

We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.

– Thomas Jefferson, *the Declaration of Independence* (1776)

More than two centuries ago, our founding fathers created a new nation based on the principles discussed in this quote. Unfortunately, to many Americans, their words rang hollow. Unalienable rights were apparently meant only for white men of property. That, of course, would change over time – a long period of time. Could the first generation of Americans have predicted what the future would bring for the new republic they had forged? Perhaps. Jefferson became an advocate for the small farmer and the concept of universal manhood suffrage, and women like Abigail Adams and Phillis Wheatley spoke out for their gender and against the institution of slavery.

The 1820s and 30s became the “Age of the Common Man.” The abolitionist movement emerged to challenge slavery, and the bloody Civil War ended that institution in the 1860s. It led to the Fourteenth and Fifteenth Amendments that conferred citizenship on former slaves and denied the states from withholding the right to vote from any citizen on the basis of race, color, or previous condition of servitude. But, in the South, an exploitive sharecropping system took the place of slavery, and the individual states passed a series of Jim Crow laws to segregate the races and deny equal rights to their black citizens. The South even got around the Fifteenth Amendment by resorting to poll taxes and literacy tests to keep blacks from voting. The long struggle for equal rights for blacks seemingly came to a successful conclusion with the 1954 case of *Brown v. Board of Education* in which the US Supreme Court declared school segregation to be unconstitutional. The following year Rosa Parks refused to give up her seat on a city bus in Montgomery, Alabama, and newly-ordained minister Dr. Martin Luther King, Jr. led a successful boycott to end segregation of the city bus system there. Black Americans were elated, believing that the Brown decision and the leadership of Dr. King in the South would quickly undermine

the Jim Crow system. Yet, in 1960, most public schools remained segregated, most blacks were still forced to the back of the bus, and a black citizen still could not sit down at a lunch counter and have a sandwich next to a white man. It would take a major civil rights movement emanating from the citizens themselves, mostly students and young people, to compel the federal government to enforce its own laws.

On June 11, 1963, President John F. Kennedy made his first major speech on Civil Rights in which he publicly embraced the standards of liberty and equality for which the young activists had strived. Almost a year later, President Lyndon B. Johnson delivered his “Great Society” speech at Ann Arbor, Michigan. These two speeches frame this Civil Rights module and an era that some say was transformative for African Americans and others say was not.

Did the concept of liberty and equality change in the United States in the 1960s?

If so, how?

If not, what kept change from happening?

1. If yes, what changed? Was the change legal, social, political, economic or cultural? If no, which of these factors kept change from happening? Explain.
2. Who was responsible (for helping or hindering change?)
3. What tactics were used? Were these legal, social, political, economic or cultural?
4. What challenges were faced?

While seeking the answers to this question you will also address other questions. Take a moment to ask your own questions, then discuss.

Lesson 4

Returning to the Writing Assignment: Project Development

In this project, you will . . .

- Use primary and secondary sources in writing, demonstrating that you understand the implications of their differences.
- Identify the perspective or bias of a text author and interpret the text in light of that perspective.
- Take into account the context of a text (time period in which it was written, who the intended audience was, etc.) when interpreting a text.
- Evaluate the trustworthiness of various sources.
- Make valid interpretations of complex historical sources in writing.
- Identify the relationship among events (as contingent, coincidental, chronological, etc.).
- Engage in historical inquiry by forming hypotheses, making historical claims and providing textual evidence across multiple sources to support the claims.
- Cite appropriate sources in spoken and written arguments.

In this lesson, you will...

- Provide a topic and thesis statement for the project.

Your task:

How did your research topic influence changes in the concept of liberty and equality during the Civil Rights Movement of the 1960s? After researching various sources on your topic, you will create a PowerPoint that showcases your topic and explains how their topic relates to question.

- Cite at least 5 sources
- Point out key elements from each source
- Address the credibility and origin of the sources
- Include a bibliography

Targeted Vocabulary:

- Document
- Sourcing
- Contextualization
- Corroboration

Activity

1 Introduction to Assignment

Assignment: Topic and Thesis Statement

Provide a topic of your choosing so long as it remains within the overall era of the American Civil Rights Movement of the 1960s and does not duplicate any of the topics being discussed in the normal course materials. For instance, you may use a topic related to sit-ins but should avoid topics related to the Freedom Riders since that is something we will examine in depth during the course.

In addition to a topic of research, you should also provide a thesis statement about the topic. The purpose of the thesis statement is to state the position you think you will be taking or the point you think you will be making in relation to your topic. Avoid large topics—the more specific the better. It may help to ask yourself a question about the topic. Your guess at an answer (your hypothesis) is your thesis statement (which may change as you gather evidence from what you read). If you have questions or need help finding a topic, please ask. Do not wait until the last minute to do this assignment, as it will require you to spend some time in the library making sure there are plenty of relevant sources.

One final note: your topic and thesis statement should contribute in some way to the overarching theme of the course—the changing perceptions of liberty in this era.

Assignment 1 is due at the beginning of class on _____.

The assignment is worth _____ points.

See the following examples on a topic in history that is not from the Civil Rights era. This example should help you write your thesis statement.

Example 1:

Topic: Discrimination against Japanese Americans in World War II.

Question about the topic: Why did the government allow discrimination against Japanese Americans during World War II?

Thesis: The government allowed discrimination against Japanese Americans in World War II because it gave people an enemy to focus on.

Example 2:

Topic: African American Women in the South after emancipation

Question about the topic: How did African American women in the South fare compared to men after emancipation?

Thesis: Although all freed slaves were better off after emancipation, African American women fared worse than men because of the unimportant role women typically played in free society at the time.

What strategies will you use to determine your research topic?

Below are some topics and some theses. Differentiate the two and tell you how you knew the difference.

1. Jazz music revolutionized music because it was one of the first forms of African-American music to cross into “mainstream” white society.
2. Eleanor Roosevelt
3. The influence of African American’s on jazz in the 1950s
4. Eleanor Roosevelt recreated the role of the first lady by her active political leadership in the Democratic Party.
5. Lyndon B. Johnson and the Great Society

Evaluate the thesis statements that follow. Ask these questions for each thesis:

1. Is it clear what the project will be about?
2. Is it arguable? Is there something that has to be proven?
3. Will research be necessary to prove the thesis?

Martin Luther King died in 1963.

Strong Weak *Reasons:*

Artists in the South: 1960s

Strong Weak *Reasons:*

The Juvenile Court system was established to remove children from the adult criminal justice system and help youth reform, but over the years it became a source of punishment and imprisonment.

Strong Weak *Reasons:*

Pesticides kill thousands of farmworkers and must be stopped.

Strong Weak *Reasons:*

How did *The Jungle* make an impact on the foods we eat?

Strong Weak *Reasons:*

Notes:

Lesson 5

Reading and Annotating a Chapter

In this lesson, you will...

- Demonstrate your ability to engage in close reading by the way you analyze sentences in a history textbook chapter.
- Show through your annotations that you are identifying historically important information about the Civil Rights Movement from reading.
- Show your understanding of chronology and significance by adding to your Civil Rights timeline.
- Increase your understanding of vocabulary.
- Collect textual evidence that addresses the essential question.

Activity

1 Orientation to the Task

Who wrote this chapter?

The chapter is written by John Mack Faragher, a previous social worker and current history professor at Yale University who directs the Howard H. Lamar Center for the Study of Frontiers and Borders.

Preview this chapter by reading:

- Headings, subheadings,
- Graphics such as photographs, artwork, charts, diagrams, etc.,
- Marginal notes,
- Bold-faced and italicized portions of text,
- Information in insets, and
- Any other features of the chapter.

Based on this preview, what time period is being discussed?

Summarize the range of topics/events in this chapter.

Are there topics you know about that happened during this time period that Faragher is leaving out?

Judging from the guiding questions, what do you think Faragher would like you to understand about the Civil Rights Movement?

In looking at the map, what conjectures did Faragher want you to make about the movement?

Activity

2 Analyzing History Text (Close Reading)

History writing tends to be about *actors engaged in actions/tactics to meet goals within certain time periods. These actions have effects or consequences. Actors have particular motivations for pursuing their goals. Sometimes there are comparisons and contrasts between actors, goals, methods, etc.*

Engage in close reading by analyzing the following sentences to identify actors, tactics, goals, motivations and effects. (You may not find every element in every sentence.)

1. In the 1940s, African American musicians created a new form of jazz that revolutionized American music and asserted a militant black consciousness.

Actor(s):

Time period(s):

Action(s):

Goal(s):

Effect(s):

Comparison/Contrast(s):

2. In the late 1940s, only about 10 percent of eligible southern black people voted, most of these in urban areas.

Actor(s):

Time period(s):

Action(s):

Goal(s):

Effect(s):

Comparison/Contrast(s):

3. A combination of legal and extralegal measures kept all but the most determined black people disenfranchised.

Actor(s):

Time period(s):

Action(s):

Goal(s):

Effect(s):

Comparison/Contrast(s):

4. Regarding the social differences in the North and the South...

One black preacher neatly summarized the nation's regional differences this way: *"In the South, they don't care how close you get as long as you don't get too big; in the North, they don't care how big you get as long as you don't get too close."*

Actor(s):

Time period(s):

Action(s):

Goal(s):

Effect(s):

Comparison/Contrast(s):

5. Regarding *Brown v. Board of Education*—Since the late 1930s, the NAACP had chipped away at the legal foundations of segregation.

Actor(s):

Time period(s):

Action(s):

Goal(s):

Effect(s):

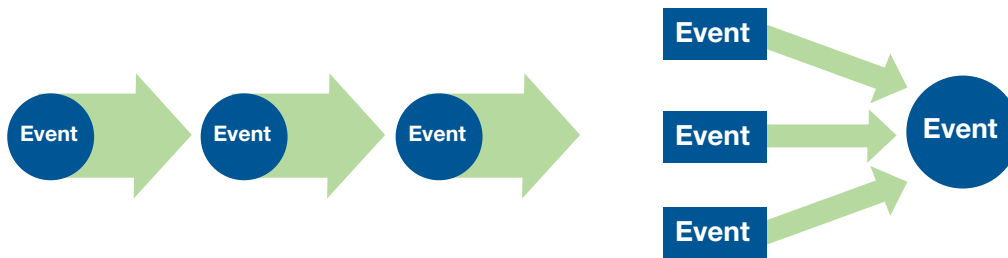
Comparison/Contrast(s):

Activity

3 Annotating the Text

When you annotate, you may:

- Circle key vocabulary words (discipline-specific, general words with discipline specific meanings, general academic vocabulary; words that signal bias or judgment, words that signal relationships).
- Underline or highlight key ideas (actors, actions, relationships among events, characteristics, comparison/contrast, etc.).
- Write key words or summarizing phrases in the margins.
- Define vocabulary words in the margins.
- Write your reactions to the text in the margins.
- Make connections and inferences in the margins (like aha!!).
- Draw cause-effect chains.



- Make Compare-Contrast graphs or Venn diagrams.

Event 1	Event 2

- Make or add to a timeline.
- Make any other annotation that helps you understand and think about the information.

Activity 4 is vocabulary review in class.

Annotate *Origins of the movement*.

When you are finished, please complete this checklist.

Annotation Evaluation for History

Check all the features of annotation that you used:

- 1. Information about the source.
- 2. Information that signaled:
 - a. cause/effect
 - b. comparison/contrast
 - c. chronology (words signaling time)
 - d. bias or judgment
- 3. Unknown general academic vocabulary.
- 4. Key actors, actions, goals and tactics, etc.
- 5. Political, social, economic, legal or other characterizations of information.
- 6. Marginal notations that show:
 - a. summarizing
 - b. inferencing
 - c. reacting
 - d. connecting to other information
 - e. graphic or pictorial representations of information (e.g., cause-effect chains, timelines)

Evaluate your annotations

- 1. My annotations helped me to focus on the information. Yes No
- 2. My annotations would help me review the chapter for a test. Yes No
- 3. My annotations helped me understand the information better. Yes No
- 4. My annotations helped me to think critically. Yes No

What did you do well?

What could you improve?

Activity

5 Adding to the Timeline

As you complete the unit, you will continue to add dates to this timeline.

1950

1951

1952

1953

1954

1955

1956

1957

1958

1959

1960

1961

1962

1963

1964

1965

1966

1967

1968

1969

1970

Notes:

Activity

6 Returning to the Essential Questions

Here is the essential question and some related ones:

How did the concept of liberty and equality change in the United States in the 1960s as a result of the Civil Rights Movement?

Did the concept of liberty and equality change?

If so, what changed? Was the change legal? Social? Economic? Political? Cultural?

Who was responsible for the change?

What tactics were used?

What challenges did civil rights activists face?

What have you read that helps you begin to think about this information?

Graphic Organizer

Collect textual evidence that addresses the essential question. Use these graphic organizers to help you keep track of the evidence in each of your readings to help you answer the above question. It will help if you reference the page number(s) or other identifying information that can lead you back to sections of text that helped you answer the questions.

Name of text: Faragher, Chapter 28, "Origins of the Movement"	
What time period did this text section cover?	
What was the concept of liberty and equality at that time?	
Were the influences during the time period political, economic or cultural?	
Who were the major figures?	
What were their goals?	
What tactics were used? Were these legal, social, political, economic or cultural?	
What challenges were faced?	

Name of text: Faragher, Chapter 28, "No easy road to freedom"

What time period did this text section cover?

What was the concept of liberty and equality at that time?

Were the influences during the time period political, economic or cultural?

Who were the major figures?

What were their goals?

What tactics were used?
Were these legal, social, political, economic or cultural?

What challenges were faced?

Text	Author/Source	Context	Author Perspective	Trustworthiness
Faragher, Chapter 28	Author: Faragher, a historian and Yale, former social work- er. This is a tertiary document.	Last edited in 2009	High school students who are taking AP American history.	

Lesson 6

Taking and Integrating Notes from Lecture

In this lesson, you will . . .

- Take lecture notes from a PowerPoint lecture.
- Synthesize your lecture notes with your chapter annotations.
- Add to your vocabulary knowledge.

Activity

1 Modified Cornell Notes

Take notes on a lecture by your instructor using only one column on the page below.

- Because the lecture will be fast, you will need to paraphrase rather than write notes word-for-word.
- Don't use complete sentences, and don't try to copy down every word from the text or the lecture.
- Use abbreviations, whenever possible. Develop a shorthand of your own, such as using "&" for the word "and," "w/" for "with," "b/c" for "because," and so on.
- Using a laptop? No problem: make yourself a template using the 'tables' feature and mark off the lines for each page using the line in the appropriate feature on your toolbar, just as you would on a sheet of notebook paper. Type your notes in the boxes.

Name:

Date:

Topic:

Lecture

Chapter

Name:		Date:
Topic:		
Lecture	Chapter	

Name:		Date:
Topic:		
Lecture	Chapter	

Name:		Date:
Topic:		
Lecture	Chapter	

Name:		Date:
Topic:		
Lecture	Chapter	

Name:		Date:
Topic:		
Lecture	Chapter	

Name:		Date:
Topic:		
Lecture	Chapter	
<p>When you have completed the notes, take a look at the topics that the lecture covered. Then look at Faragher, Chapter 28. If that topic was covered in the same way or it was not covered, or it said the same thing but not as completely, you do not have to write notes from Faragher. If Faragher added information or added another topic or insight—write notes from Faragher on the right side of the paper, next to the related topic in the lecture. In this way, you are integrating the two sets of notes. This will be helpful to you when you study this information for a test.</p>		

Read the following statements and compare and contrast them.

Lecture: *Once in the North, black Americans found they could vote, but they often faced the same residential and educational segregation they had experienced in the South.*

Chapter: *With the growth of African American communities in northern cities, black people gained significant influence in local political machines in cities such as New York, Chicago, and Detroit. Within industrial unions such as the United Automobile Workers and the United Steel Workers, white and black workers learned the power of biracial unity in fighting for better wages and working conditions.*

Lecture: *Ike reluctantly became the first President since Radical Reconstruction to use troops in support of black rights.*

Chapter: *At first, President Eisenhower tried to intervene quietly, gaining Faubus' assurance that he would protect the nine black children. But when Faubus suddenly withdrew his troops, leaving the black students at the mercy of the white mob, Eisenhower had to move.*

How are they different?

What accounts for the difference?

Lesson 7

Research Project– Identifying and Annotating Sources

In this lesson, you will . . .

- Find five sources for your research project using the school’s Internet sources.
- Annotate the sources, summarize and evaluate them.
- Follow MLA format for citing the source.

Activity

1 Pre-reading

1. Refer to your thesis statement or claim. Revise it, if you wish.
2. Read the directions for this next part of your research project.

Assignment: Identifying and Annotating Sources

The next assignment for your research project is to supply five sources. Please follow MLA format when citing your sources. You are welcome to use Internet sources; however, remember to use the websites sanctioned by the school library rather than random Internet sources. If you have any doubts about whether a website is appropriate or not, please ask for assistance. In this course, we will spend time with the librarians on campus discussing the resources available in the library and in the online databases. A librarian can quickly bring you up to speed on the resources available online.

In addition, you will be required to annotate your sources. After annotating you will write a brief summary and an evaluation of each of your sources. Following each of your MLA citations, add a paragraph about the source's content and evaluate the author's perspective, the time period of writing, and the source's relevance to your research topic.

**This assignment is worth _____ and is due _____
at the beginning of class. Late assignments will not be accepted.**

Do not hesitate to contact me if you have questions.

Example:

Topic: African American Women in the South after Emancipation.

Question about the topic: How did African American women in the South fare compared to men after emancipation?

Thesis: Although all freed slaves were better off after emancipation, African American women fared worse than men because of the unimportant role women typically played in free society at the time.

Tolman, Tristan L. "The Effects of Slavery and Emancipation on African-American Families and Family History Research." Crossroads (March 2011): 6. Database you used, Your School Library Name, Your City. dd Mon.yyyy <internet URL>.

Tolman says that after Emancipation, most black mothers quit working in the fields even though some white planters tried to keep them working, according to the Freedmen's Bureau in Georgia. But they didn't stay at home for long. According to a journalist from the time period, there was so much poverty, women and their children had to help out their husbands who rented land or were sharecroppers.

Credibility: Somewhat to very credible

Tolman is a genealogist writing in a journal from Missouri Southern State University fairly recently (2011). One reason for writing the article is to discuss how to find out about African American genealogy (which can be hard because of slavery). Because she is a genealogist, she is careful to write based upon evidence. Every time she makes a statement, she tells what her sources of information are. For example, she found out that land owners tried to keep African American women in the fields from the Freedmen's Bureau in Georgia, and she quotes a journalist from 1875 as her source. Therefore, I think that what she says is as trustworthy as it can be, given her sources. I'm not sure how trustworthy a journalist might be, but that may have been the only information she had. Also, she seems to paint a positive picture of African American life, saying at one point that, "The evidence testifies in favor of the resilience of the African-American family."

This article doesn't really say that women's lives were harder than men's, except that many had to work in the fields AND take care of their households. Here is the actual text from which this summary was created.

Parents and children were more often able to live under the same roof, and by 1870, a large majority of blacks lived in two parent households. Newly freed blacks reaffirmed their commitment to God and religion by organizing churches that sunk deep roots in Southern soil.

After emancipation, most black mothers quit working in the fields and became full-time homemakers. Some white planters lamented this loss in the labor force, and one planter even appealed to the head of the Freedmen's Bureau in Georgia for measures to require black women to return to the fields. Nevertheless, black women almost universally withdrew from field labor, sending a clear message that their families came first. Unfortunately, the opportunity for black women to remain at home was often short-lived. The dire poverty of most black families made it necessary for fathers and mothers to contribute to the family income. One journalist, Charles Nordhoff, explained in 1875, "Where the Negro works for wages, he tries to keep his wife at home. If he rents land, or plants on shares, the wife and children help him in the field." Even if they worked in the fields, however, freed women continued to fulfill their housekeeping roles as well.

Evaluate your summary.

Checklist for Writing a Summary in History:

1. Summary begins with main point or claim from reading related to topic or question.
2. Summary includes major support for the claim.
3. Summary does not include smaller details or unrelated topics or facts.
4. Summary is in your own words—no quotes (these can be identified in your annotations).
5. When you read your summary, it makes sense—it is coherent and logical.
6. Citation uses MLA or teacher approved format.

Activity

2 Identify, Read and Annotate Sources

- Evaluate your source and context before you decide a source is worthwhile.
- Make sure it provides information about your topic.
- Once you've identified a trustworthy source, annotate it, paying attention to the information that addresses your topic.
- After reading and annotating your source, fill out the chart on the following pages.

Reading 1 Citation

Summary:

Credibility:

Rate the text's credibility: 1 = not credible; 2 = somewhat credible; 3 = very credible

1

2

3

Explain:

Relevance: Describe how this text addresses your research topic.

Reading 2 Citation

Summary:

Credibility:

Rate the text's credibility: 1 = not credible; 2 = somewhat credible; 3 = very credible

1

2

3

Explain:

Relevance: Describe how this text addresses your research topic.

Reading 3 Citation

Summary:

Credibility:

Rate the text's credibility: 1 = not credible; 2 = somewhat credible; 3 = very credible

1

2

3

Explain:

Relevance: Describe how this text addresses your research topic.

Reading 4 Citation

Summary:

Credibility:

Rate the text's credibility: 1 = not credible; 2 = somewhat credible; 3 = very credible

1

2

3

Explain:

Relevance: Describe how this text addresses your research topic.

Reading 5 Citation

Summary:

Credibility:

Rate the text's credibility: 1 = not credible; 2 = somewhat credible; 3 = very credible

1

2

3

Explain:

Relevance: Describe how this text addresses your research topic.

Your next work in class on this research project will be in a future lesson.

Lesson 8

Identifying Historical Claims and Evidence

In this lesson, you will . . .

- Identify implicit and explicit claims made by historians in a PBS special video.
- Describe the evidence for those claims.
- Corroborate evidence.
- Develop a sense of argumentation in history.
- Add to your essential question organizer.
- Add to your discipline-specific vocabulary.

Activity

1 Orientation to the Task

Write down three observations that you inferred about the Freedom Riders.

1.

2.

3.

Activity

2 Argumentation

- In your Faragher textbook chapter, pages 1021-1023, find evidence for the following claim:

By creating a crisis, the Freedom Rides had forced the Kennedy administration to act. But they also revealed the unwillingness of the federal government to fully enforce the law of the land.

- When you are finished and have discussed your evidence in class, find evidence for this claim:

At the same time, (the Freedom Riders) reinforced white resistance to desegregation.

1. What words signaled support for the statement? For example, “a **hastily** assembled group,” “the Justice Department **eventually** petitioned.” Why did the author of the text choose these words?
2. Was the author supporting the statement when he said that the Justice Department had arranged a special flight to get stranded freedom riders out of New Orleans? Why or why not?
3. Why do you think the Justice Department was so reluctant to help?

Listen to the lecture your teacher presents (from a PowerPoint) and take notes. If the information was the same as in the textbook section you just read, mark it with a check mark, if it adds to the information in the textbook, mark it with a plus sign, if it disagrees with the textbook, mark it with a minus sign. Then list at least two pieces of information in the textbook that is not in the lecture.

Lecture Notes

Agreements/Disagreements

Activity

3 Watch the PBS Special

Watch and take notes on the PBS Special on the Freedom Riders. Try to identify claims the historians are making and the evidence they use to back up those claims.

Notes	Claims	Evidence

Notes	Claims	Evidence

Notes	Claims	Evidence

Notes	Claims	Evidence

Notes	Claims	Evidence
Summary		

Activity

4 Writing an Argument Paragraph

Identify one claim from the PBS special and the evidence provided for the claim. Rate the trustworthiness of the evidence on a one to four scale (1 = not at all trustworthy; 4 = extremely trustworthy), and explain your rating.

Claim and Evidence 1:

Rating: 1 2 3 4

Explanation:

Claim and Evidence 2:

Rating: 1 2 3 4

Explanation:

Claim and Evidence 3:

Rating: 1 2 3 4

Explanation:

List the various sources used in the PBS special:

- 1.
- 2.
- 3.
- 4.
- 5.

On the next page, write a summary of the argument you identified previously. Remember an argument consists of a claim and evidence. The evidence has to be reasonable and put into a context that makes sense. Pay attention to the model your teacher provided.

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for students to write their responses to the lesson.

Activity

6 Add to the Timeline

What events about the Freedom Riders are significant enough to add to the timeline? Discuss this in class and have a rationale for adding each event.

Activity

7 Vocabulary

As a class, determine which discipline-specific words to add to the discipline-specific word list. Also, talk through with a partner the meaning of the following words that help you understand the discipline:

Corroboration

Claim

Evidence

Argument

Lesson 9

Taking History Exams

In this lesson, you will . . .

- Generate your own exam reviews.
- Learn to ask and answer higher-level questions.
- Use group testing as a way to increase your ability to explain and understand history concepts.
- Evaluate your own exam performance.

Activity

2 Exam Preparation

Read about two test preparation strategies.

The Talk-Through

A talk-through is a method of preparing and reviewing for an exam that involves practicing and rehearsing aloud the key ideas of a text or events in history. A talk through is very similar to a lecture that you would give someone. In fact, when giving a talk through, you should imagine being an instructor giving a lecture to students who know very little about the topic you are teaching. Use your notes and the texts as prompts to help you say the information out loud, but when you are doing the talk-through, you should not be looking at your notes. Refer to them only when you get stuck.

Reciprocal Questioning

In this strategy, you will use the history information you have learned so far to create 10 questions. Use these questions to quiz classmates over the material as a way to prepare for the quiz, and they will use their questions to quiz you. You should remember to include questions from the textbook, documents and videos.

Use the following guidelines to create questions.

- Avoid definitional questions. Ask higher-level questions using words such as *why*, *how*, *explain*, or *compare and contrast*. For example, it is much better to ask a question such as “*Compare and contrast the strategies used by MLK to those used by Malcolm X*” or, “*Explain the arguments used by southern states to defy Brown v. Board of Education,*” rather than “*What is Brown v. Board of Education?*”
- Think about what you know is important to understand in history and create questions that get at those understandings: *cause/effect*, *chronology*, or *other relationships among events; analysis of actors, goals and methods; perspective taking (which requires a focus on sourcing and contextualization)*, etc.
- Predict short answer and essay items (even if you are taking multiple-choice tests) because it will help you check your knowledge of an entire concept, rather than one small part.
- Ask questions that require application, analysis or interpretation of ideas. These are the types of questions you will be asked on the exam.
- Rather than focusing on dates, focus on chronology and cause/effect.
- Ask questions that make people really think about history.

(General hint: if it takes more words to ask the question than to answer it, ask a tougher question.)

Activity

2 Engage in the Talk-Through

First, engage in the talk-through. Using notes, the chapter and other materials, take turns talking through the information with a partner. As you talk (without looking), your partner will monitor what you are saying for accuracy and completeness. When your partner talks, you will monitor the information.

Activity

3 Create Questions and Quiz Each Other

Second, using your notes, chapter and other materials, create 10 questions and answer them. Then use these questions to quiz people in your group.

Questions:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Write answers on the next page.

Activity

4 Taking the Exam

Exam Answers:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Activity

6 Peer Evaluation

This is an opportunity to evaluate the contributions of your teammates to group exams. Please write the names of your teammates in the spaces below and give them the scores that you believe they earned. You will have 10 points available to distribute for each member or your group, not counting yourself (e.g., if you are in a group of six people, you each will have 50 points to distribute, a group of five would have 40 points, etc.). If you believe everyone contributed equally, then you should give everyone 10 points. If everyone in the group feels the same way, you will all have an average of 10 points and receive 100 percent of the group score. An average of nine would receive 90 percent of the group exam score, etc. Be fair and accurate in your assessments. If someone in your group didn't contribute adequately (i.e., had not studied or didn't communicate with the rest of the group) give him or her fewer points. If someone worked harder than the others you have the option of giving a larger share of the points.

There are some rules that you must observe in assigning points:

- This is not a popularity contest. Don't give anyone a grade that they don't deserve (high or low) for personal reasons or otherwise.
- Contributing to the group does not simply mean they gave the most correct answers. Asking good questions, challenging the group, etc., are also ways to contribute.
- You cannot give anyone in your group more than 15 points.
- You do not have to assign all of your group points, but you cannot assign more than the total number of points allowed for each group (i.e., (number of group members minus one) times 10 points).

Period (include period, time and day):

Name:

Group Member:

Score:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Indicate why you gave someone more than 10 points.

Indicate why you gave someone less than 10 points.

If you were to give yourself a score, what would it be? Why?

Lesson 10

Analyzing Political Cartoons

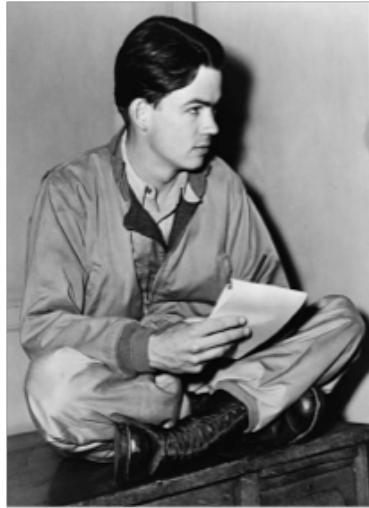
In this lesson, you will . . .

- Describe the claims implicit in political cartoons.
- Describe the techniques used in political cartoons.
- Use sourcing to help you describe the viewpoint of the cartoonist.
- Learn to analyze cartoons for the techniques of symbolism, exaggeration, irony, labeling and analogy.

Activity

1 Orientation to the Task

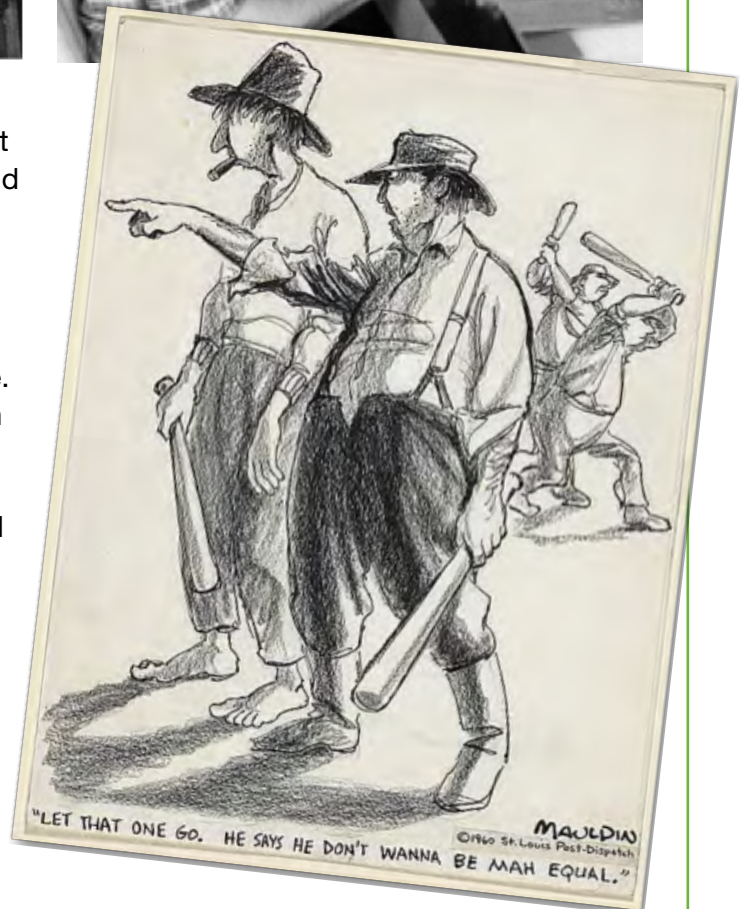
These photographs show Bill Mauldin, a political cartoonist; the first photograph is World War II, and the second is in 1945, when, at the age of 23, he won his first Pulitzer Prize. The third is from 1965.



Bill Mauldin began drawing cartoons as a teenager growing up in New Mexico. He joined the US Army at age 19 and fought on the European front during World War II.

In 1944, Mauldin, who had been producing cartoons for his unit's 45th Division News, became a full-time cartoonist for *Stars and Stripes*, a military newspaper. His work on that newspaper won him a Pulitzer Prize. Bill Mauldin was a champion of the oppressed. Soon after his return to the United States in 1945, he began attacking segregationists and the Ku Klux Klan. By the 1960s, when the Civil Rights movement gathered momentum, he had further honed his skills as a cartoonist. Bill Mauldin never left his readers in doubt about his opinions, and on the issue of race relations in the United States he was forceful. While he tackled a number of issues as a political cartoonist, Mauldin would say in an interview at his retirement: "The one thing that meant the most to me and that I got involved in was the whole civil rights thing in the sixties."

Look at this cartoon. Before you analyze the cartoon itself, describe what was happening at the time the cartoon was created. You may review your annotations, timelines and other materials for help.



"Let that one go. He says he don't wanna be mah equal." March 2, 1960

Activity

2 Identifying a Claim in a Political Cartoon

- What claim is Mauldin making in the above cartoon?
- What evidence led you to identify that claim?
- What can be inferred about the men in the cartoon from their appearance and language?
- What is ironic about the speaker’s statement?
- What is the attitude of the speaker toward the unseen civil rights activist?
- What is the attitude of the unseen civil rights activist?

Political cartoonists use particular techniques to make their points. Read the following cartoon analysis guide provided by the Library of Congress.

Political Cartoon Analysis Guide	
Symbolism	Cartoonists use simple objects or symbols to stand for larger concepts or ideas. After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.
Exaggeration	Sometimes cartoonists overdo, or exaggerate , the physical characteristics of people or things in order to make a point. When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.
Labeling	Cartoonists often label objects or people to make it clear exactly what they stand for. Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object clearer?
Analogy	An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light. After you’ve studied a cartoon for a while, try to decide what the cartoon’s main analogy. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist’s point more clear to you.
Irony	Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue. When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

In addition to identifying the persuasive techniques and thinking about the source and context of the cartoon, ask these questions:

What issue is this political cartoon about?

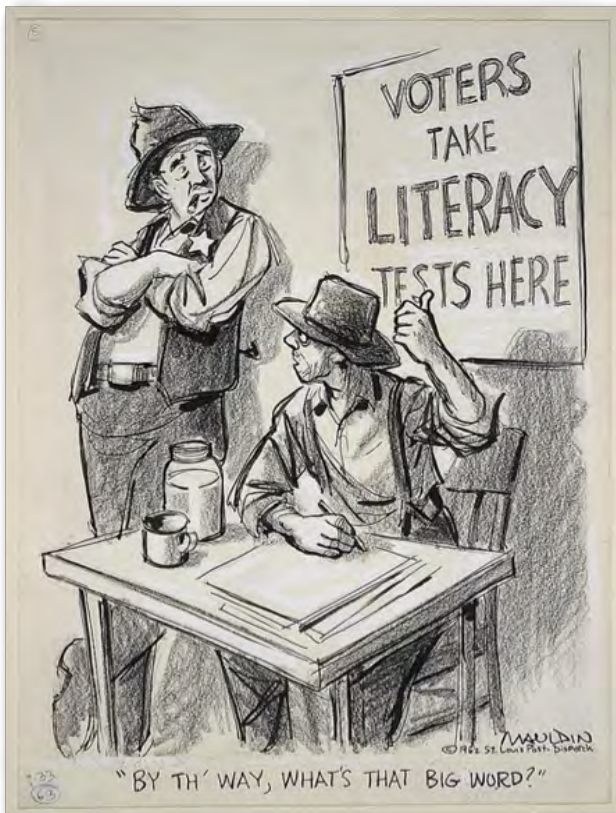
What do you think is the cartoonist's opinion or claim about this issue?

What other opinion can you imagine another person having on this issue?

Did you find this cartoon persuasive? Why or why not?

What techniques did Bill Mauldin use the in above political cartoon?

Analyze one or two of the following cartoons by Bill Mauldin using the graphic organizer on the next page.



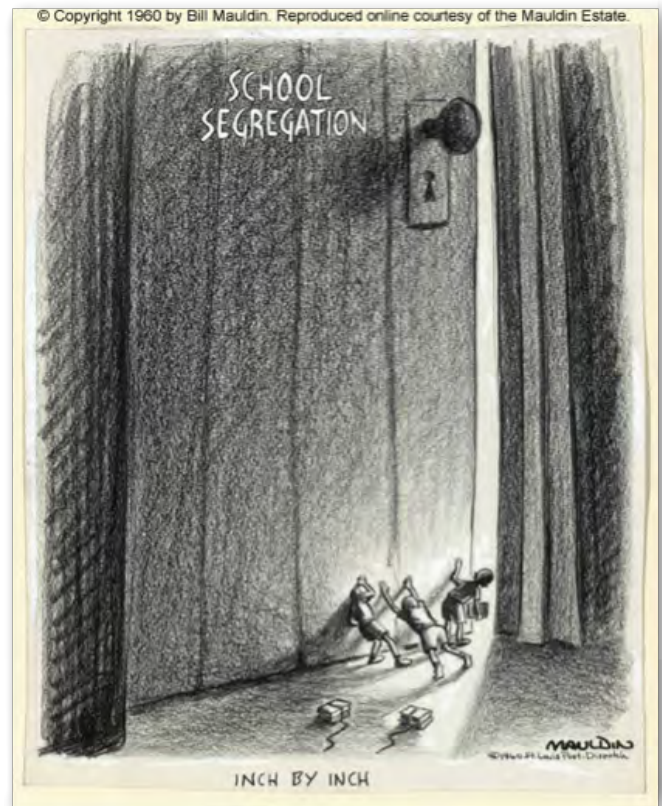
1962. St. Louis Post-Dispatch



1962. Chicago Sun Times



1963. Chicago Sun Times



1960. Mauldin Estate

	Cartoon 1:	Cartoon 2:
Who is the cartoonist and in what context was this cartoon written?		
Who was the cartoonist's audience?		
For what purpose was this cartoon made? What reaction from the audience is he seeking?		
What is this cartoon about?		
What persuasive techniques did the cartoonist use?		
What claim is the cartoonist making? (What opinion is he stating? What is his attitude?)		
What evidence do you have that this is his claim?		
What other opinions might people from that time period have?		
Does this cartoon help you to understand the Civil Rights Movement better? Why or why not?		

Lesson 11

Writing a Historical Narrative

In this lesson, you will . . .

- Read two primary documents about the Anniston/Birmingham violence during the Freedom Rides.
- Use what you know about sourcing, contextualization, corroboration, chronology, causation, the categorizations of historical information (e.g., political, social), and other concepts about history to interpret and synthesize the documents.
- Create a newspaper account of the Anniston/Birmingham violence that uses information from both of these documents.

Activity

1 Pre-reading

Read this explanation of your task:

You will use two primary documents to write an account of the attack at Anniston and Birmingham and to draw some conclusions about these events. To do this, imagine that you are a newspaper reporter who has been given these documents during your research into the story, and you must now interpret them with the intent of telling the public what happened.

How do newspaper reporters develop articles based on varied accounts of an event? After reading two primary source documents on the attack at Anniston and Birmingham, write a newspaper account of the events in which you relate them. Support your account with evidence from the texts.

- *Read the documents closely and annotate them.*
- *Analyze the documents and use the important information in your account.*
- *Write the newspaper account in a way that captures the reader's attention.*
- *Remember to use information that is trustworthy (e.g. from reliable sources and corroborated).*
- *Draw conclusions about what was happening.*

Prompt: Using the two primary documents as sources of information, describe the events that occurred during the Anniston/Birmingham attacks, include the names of figures identified by the documents and draw conclusions about what was happening in this period of time based upon the evidence.

Turn to a partner and explain to them what you are supposed to do during this activity. Have that person explain it back to you.

Create a timeline for completing this task:

Due

- | | |
|--------------------------------------|-------------------------|
| 1. Reading and annotating text. | Completed at what time? |
| 2. Completing graphic organizer. | Completed at what time? |
| 3. Planning your historical account. | Completed at what time? |
| 4. Writing the account. | Completed at what time? |
| 5. Getting feedback from peers. | Completed at what time? |
| 6. Revising your account. | Completed at what time? |

Activity

2 Read and Annotate the Documents

You will use an acronym to remind you of how you should approach reading in history: SOAPStone.

SOAPStone Document Analysis Method

SOAPStone was developed by the College Board (the Advanced Placement folks) and is a method for examining and interpreting a document. Often, documents contain complex language or symbolism, which makes determining the meaning and significance of the document more difficult. Utilization of this method will help in unwrapping the meaning of the document.

Speaker – Who is the author (speaker) of this piece? Do you know anything about the person’s background? For example, is the person a public figure with a known agenda or title? A speech from a president would have different implications than that of a minister or bystander.

Occasion – What is the time and place of the document? What was going on at the time that prompted the person to write this piece?

Audience – To whom is this piece directed? What kind of document is this—newspaper article, speech, diary entry, letter, etc.? Was it an editorial piece in a local newspaper? Can any assumptions be made about the audience? Do you know why the document was created? What kind of language does the document contain?

Purpose – What was the purpose or meaning behind the text? Is the speaker trying to provoke some reaction from the audience? How does s/he try to accomplish this?

Subject – What is the subject of the document? What is the general topic or idea of the piece?

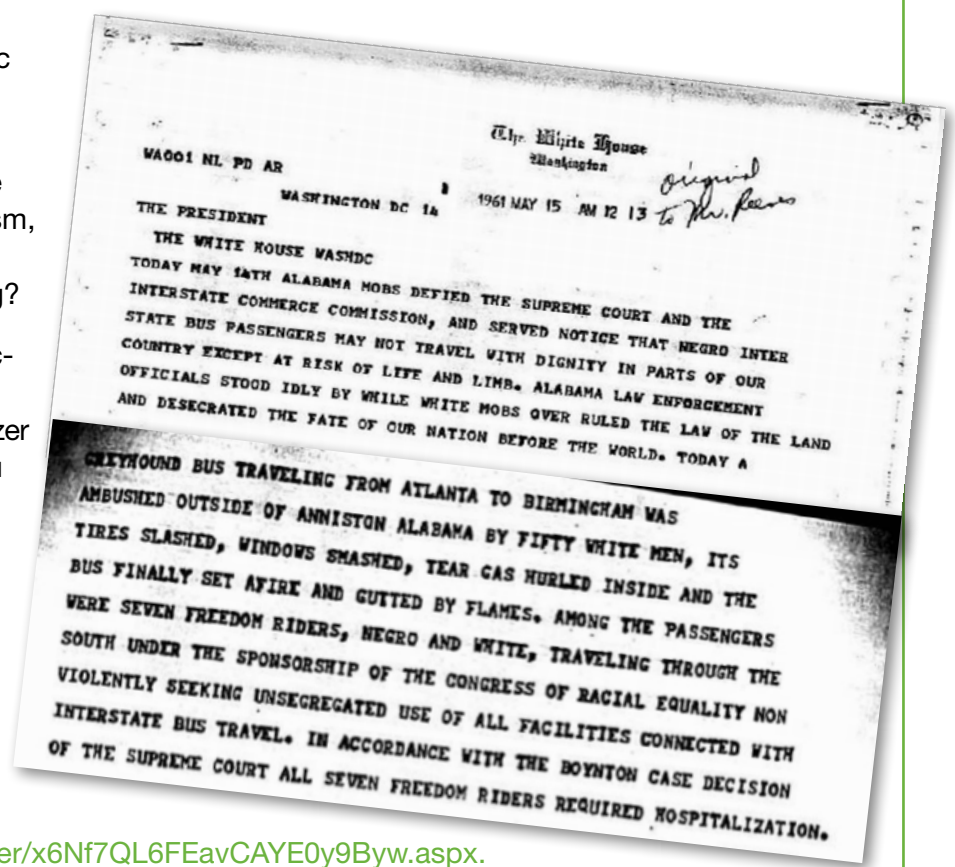
Tone – What is the attitude of the speaker based on the content of the piece? Does s/he use humor, sarcasm, irony, fear or an objective tone? Is there any bias to what s/he is saying?

As you finish reading each of the documents, fill out the graphic organizer chart that follows. This graphic organizer uses SOAPStone. It should help you make sense of the document and how you will use it to create a newspaper account of the events.

Document 1:

James Farmer, telegram to President John F. Kennedy, 14 May 1961, Leaders in the Struggle for Civil Rights, John F. Kennedy Library and Museum,

<http://www.jfklibrary.org/Asset-Viewer/x6Nf7QL6FEavCAYE0y9Byw.aspx>.



BUS ALSO AT ANNISTON ALABAMA WERE SEVERELY BEATEN BY EIGHT HOODLUMS
INSIDE THE BUS AFTER NEGRO PASSENGERS FAILED TO MOVE TO REAR SEATS
WHEN ORDERED TO DO SO BY THE BUS DRIVER IN VIOLATION OF THE 1946
SUPREME COURT DECISION IN THE IRENE MORGAN CASE ONCE AGAIN THE POLICE
STOOD IDLY BY. ARRIVING IN BIRMINGHAM THE CORE FREEDOM RIDERS WERE
AGAIN ATTACKED BY A MOB AND AT LEAST ONE FREEDOM RIDER
HOSPITALIZED WITH SEVERE CUTS. ALABAMA MOB ACTION SEEKS BY VIOLENCE
TO OBSTRUCT ENFORCEMENT OF THE SUPREME COURT DECISION IN THE IRENE
MORGAN CASE OF 1946 AND THE BOYNTON CASE OF 1960. FEDERAL
INVESTIGATION AND INTERVENTION URGENTLY REQUIRED EQUALLY IMPERATIVE

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THAT MORAL FORCE OF YOUR OFFICE BE EXERTED. THE PRESIDENT
MUST SPEAK. ALSO REQUEST EARLY MEETING WITH YOU TO EXPLORE THE
PROBLEMS AND PRESENT RECOMMENDATIONS.....
JAMES FARMER NATIONAL DIRECTOR CONGRESS OF RACIAL EQUALITY
38 PARK ROW NEW YORK CITY.

Transcription:

The White House Washington
WAGO1 NL PD AR 1961 May 15 AM 12 13
WASHINGTON DC 14
THE PRESIDENT
THE WHITE HOUSE WASHDC

TODAY MAY 14TH ALABAMA MOBS DEFIED THE SUPREME COURT AND THE INTERSTATE COMMERCE COMMISSION, AND SERVED NOTICE THAT NEGRO INTERSTATE BUS PASSENGERS MAY NOT TRAVEL WITH DIGNITY IN PARTS OF OUR COUNTRY EXCEPT AT RISK OF LIFE AND LIMB. ALABAMA LAW ENFORCEMENT OFFICIALS STOOD IDLY BY WHILE WHITE MOBS OVER RULED THE LAW OF THE LAND AND DESECRATED THE FATE OF OUR NATION BEFORE THE WORLD. TODAY A GREYHOUND BUS TRAVELING FROM ATLANTA TO BIRMINGHAM WAS AMBUSHED OUTSIDE OF ANNISTON, ALABAMA BY FIFTY WHITE MEN, ITS TIRES SLASHED, WINDOWS SMASHED, TEAR GAS HURLED INSIDE AND THE BUS FINALLY SET AFIRE AND GUTTED BY FLAMES. AMONG THE PASSENGERS WERE SEVEN FREEDOM RIDERS, NEGRO AND WHITE, TRAVELING THROUGH THE SOUTH UNDER THE SPONSORSHIP OF THE CONGRESS OF RACIAL EQUALITY NON VIOLENTLY SEEKING UNSEGREGATED USE OF ALL FACILITIES CONNECTED WITH INTERSTATE BUS TRAVEL. IN ACCORDANCE WITH THE BOYNTON CASE DECISION OF THE SUPREME COURT ALL SEVEN FREEDOM RIDERS REQUIRED HOSPITALIZATION. ONE HOUR LATER, SEVEN OTHER INTERSTATE FREEDOM RIDERS ON A TRAILWAYS BUS ALSO AT ANNISTON ALABAMA WERE SEVERELY BEATEN BY EIGHT HOODLUMS INSIDE THE BUS AFTER NEGRO PASSENGERS FAILED TO MOVE TO REAR SEATS WHEN ORDERED TO DO SO BY THE BUS DRIVER IN VIOLATION OF THE 1946 SUPREME COURT DECISION IN THE IRENE MORGAN CASE ONCE AGAIN THE POLICE STOOD IDLY BY. ARRIVING IN BIRMINGHAM THE CORE FREEDOM RIDERS WERE AGAIN ATTACKED BY A MOB AND AT LEAST ONE FREEDOM RIDER HOSPITALIZED WITH SEVERE CUTS. ALABAMA MOB ACTION SEEKS BY VIOLENCE TO OBSTRUCT ENFORCEMENT OF THE SUPREME COURT DECISION IN THE IRENE MORGAN CASE OF 1946 AND THE BOYNTON CASE OF 1960. FEDERAL INVESTIGATION AND INTERVENTION URGENTLY REQUIRED EQUALLY IMPERATIVE THAT MORAL FORCE OF YOUR OFFICE BE EXERTED. THE PRESIDENT MUST SPEAK. ALSO REQUEST EARLY MEETING WITH YOU TO EXPLORE THE PROBLEMS AND PRESENT RECOMMENDATIONS.

JAMES FARMER NATIONAL DIRECTOR CONGRESS OF RACIAL EQUALITY
35 PARK ROW NEW YORK CITY.

Document 2: Charles Anthony Pearson, statement to the Federal Bureau of Investigation, 17 May 1961, The Martin Luther King, Jr. Papers Project, http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documententry/statement_of_charles_anthony_person/.

THE MARTIN LUTHER KING, JR. PAPERS PROJECT
FBI FILE NO. 44-1987-100
FEDERAL BUREAU OF INVESTIGATION
Date May 17, 1961

CHARLES ANTHONY PEARSON, [REDACTED] 7C
[REDACTED] He provided
the herinafter set forth signed statement:

"New Orleans, Louisiana "May 16, 1961

"I, CHARLES ANTHONY PEARSON, do hereby furnish
this free and voluntary statement to [REDACTED] 7C
and [REDACTED] who have identified themselves
to me to be Special Agents of the Federal Bureau of
Investigation.

[REDACTED]

"Around the middle of April, 1961, I read an
open letter from CORE, addressed to LONNIE KING,
Chairman in Atlanta, Ga., for the Committee on Appeal
for Human Rights. This letter related to "Freedom
Riders". They asked for applicants and I filed an
application. I was accepted and arrived in Washington,
D. C., May 1, 1961. After three days of training, two
buses departed from Washington, enroute to New Orleans,
Louisiana. One was a greyhound bus and one was a
trailways bus, on which I rode. There were 22 persons
in my bus, 8 were negroes and 14 were white persons.
Three of these white persons were "Freedom Riders",
as well as 4 of the negroes. The balance of the
persons were negro and white newspaper reporters.

"On 5/14/61, my bus arrived at the trailways bus
terminal, Birmingham, Ala., 4:15 P.M. As I alighted
from the bus I looked around the terminal and noted
that there were a number of people, most of whom were
white. I planned to go into the terminal, but before
doing so, I wanted to see if there was going to be any
trouble. As it appeared to be quiet, JAMES PECK and I
entered the terminal and went into the "so called

On 5/16/61 at New Orleans, Louisiana File # NO 149-50
by SA [REDACTED] and [REDACTED] 7C /18 Date dictated 5/17/61

This document contains neither recommendations nor conclusions of the FBI. It is the property of the FBI and is loaned to your agency; it and its contents are not to be distributed outside your agency.

23

Federal Bureau of Investigation

Date: May 17, 1961

CHARLES ANTHONY PERSON (print redacted) He provided the hereinafter set from signed statement

New Orleans Louisiana

"May 16, 1961

I, CHARLES ANTHONY PERSON do hereby furnish this free and voluntary statement to (print redacted) and. (print redacted) who have identified themselves to me to be Special Agents of the Federal Bureau of Investigation.

<Paragraph Redacted>

"Around the middle of April, 1961, I read an open letter from CORE, addressed to LONNIE KING, Chairman in Atlanta, Ga., for the Committee on Appeal for Human Rights. This letter related to "Freedom Riders". They asked for applicants and I filed an application. I was accepted and arrived in Washington, D.C., May 1, 1961. After three days of training, two buses departed from Washington, enroute to New Orleans, Louisiana. One was a greyhound bus and one was a Trailways bus, on which I rode. There were 22 persons. Three of these white persons were "Freedom Riders", as well as 4 of the negroes. The balance of the persons were negro and white newspaper reporters.

On 5/14/61, my bus arrived at the Trailways bus terminal, Birmingham, Ala., 4:15 P.M. As I alighted from the bus I looked around the terminal and noted that there were a number of people, most of whom were white. I planned to go into the terminal, but before doing so, I wanted to see if there was going to be any trouble. As it appeared to be quiet, JAMES PECK and I entered the terminal and went into the "so called white waiting room. Upon entering the room PECK and I noted 20 to 30 white males standing all around the walls. All immediately started to converge on us, even though neither one of us had said or done anything at this point. Those men huddled us into one corner of the room near the pin-ball machine. I was then grabbed by a white man by both arms. PECK was also grabbed by a white man by both arms. We were then forcefully (sic) pushed to the direction of the entrance of the terminal leading to the parking area. As we approached this entrance a white male, who I recall to be 25; ruddy complexioned, husky build, with sandy hair and with a tattoo on his arm, and whom I may be able to identify, shouted "hit him." No one hit me. The fellow who was in front of me at the entrance, did nothing. He is described as best I can remember, short, dark, dark hair, well tanned, dark complexioned and who did not look like a white man. I believe I may be able to identify this man if I saw him again. At this point the fellow holding me shoved me to the white male who in turn shoved me to several more, none of whom I can describe or identify.

"At about this time I was facing the entrance of the hallway and I saw a group of men, about six, run up to the entrance. A large white man of this group, who I can only say was wearing khaki clothes, hit me with his fist and knocked me down. I cannot identify this man. I was knocked into a corner at which time a number of white men, whom I cannot identify, started hitting me with their fists, on my face and the back of my neck. All of this time I did not attempt to defend myself in any manner. During this time I was shoved forward and someone hit me on the back of the head with a hard object. Who did it and what instrument was used, I do not know. This blow knocked me to the floor. I got up and immediately left the terminal and I was not molested further. I got outside and got on a city bus, rode a couple blocks and got off.

"At the time, I was grabbed in the waiting room of the bus terminal, I noted that PECK was also grabbed but what happened to him thereafter, I do not know.

"After this incident in Birmingham, I was treated for the wound in my head by a nurse named CLARK, who attends Reverend Shuttleworth's Baptist Church. After leaving the bus terminal I tried to

contact several Doctors in the area, however, I did not get to see any. The nurse CLARK, after looking at my scalp wound, suggested that I have 2 or 3 stitches taken in it but I told her I did not want any. The only other mark that I have on my body, as a result of the beating I took, is a small 1/2" cut scar high on my left cheek bone which required no medical treatment.

"I would like to state, that when I reported there were 22 people on the bus that I was riding in, I had reference to persons on the bus from Anniston, Ala., to Birmingham, Ala.

"I have read the above statement of this and one other page and it is all correct and true to the best of my knowledge."

"/s/Charles Person

"Witnessed

"/s/ (print blacked out) Special Agent, F. B. I., New Orleans, La. May 16, 1961

"/s/ (print blacked out) Special Agent, F. B. I., New Orleans, La., May 16, 1961

From observation and interrogation, PERSON is described as follows

Name	CHARLES ANTHONY PERSON
Sex	(Print redacted)
Race	
Age	
Date of birth	
Place of birth	
Nationality	
Residence	
Length of residence	
Height	

Activity

3 Using the Graphic Organizer

	Telegram to President Kennedy	Personal Interview with FBI
Speaker - Who is the author (speaker) of this piece? Do you know anything about the person's background?		
Occasion - What is the time and place of the document? What was going on at the time that prompted the author to write this piece?		
Audience - To whom is this piece directed? What kind of document is this – newspaper article, speech, diary entry, letter, etc.? Can any assumptions be made about the audience?		
Purpose - What was the purpose or meaning behind the text? Is the speaker trying to provoke some reaction from the audience? How does s/he try to accomplish this?		
Subject - What is the subject of the document? What is the general topic or idea of the piece?		
Tone - What is the attitude of the speaker based on the content of the piece? Does s/he use humor, sarcasm, irony, fear or an objective tone? Is there any bias to what s/he is saying?		
What information is important to your newspaper story?		
What claim can you make about this information?		
On what evidence is this claim based? Is there a connection between your claim and the evidence in the texts?		

Activity

4 Transitioning to Writing

To get a sense of a newspaper article, read the following article from the Miami News from May 24, 1961 (10 days after the Anniston/Birmingham event). While reading, think about the characteristics of newspaper accounts.

Freedom Riders Head for Mississippi

Montgomery, Ala. AP. One group of "Freedom Riders" ignoring warnings from Mississippi Governor Ross Barnett left by bus for Jackson, Miss. this morning. A second group was to leave later today. Wyatt Walker, Executive director of the Southern Christian Leadership Conference, said they hoped to stop in Jackson, and the Rev. Martin Luther King Jr. said the riders would make the trip to New Orleans.

More Groups

Meanwhile, Negro leaders announced that new groups of "Freedom Riders" were arriving by plane and car to join the movement against bus segregation that has sparked almost two weeks of sporadic mob violence in this Deep South state.

"We're still recruiting people," one spokesman said, announcing that Negro students and ministers were coming from Charlotte, N.C. and Nashville, Tennessee to reinforce the group that was twice the target of angry mobs here.

On Alert

"My office has contacted many, many groups. They are on the alert—we call them reserves," said Ed King of Atlanta, Executive Secretary of the Student Non-Violent Coordinating Committee.

National Guardsmen, ruling Montgomery under Gov. John Patterson's edict of qualified martial law, still patrolled the streets and guarded the Greyhound bus station where the first group of "Freedom Riders" was beaten unmercifully by rioters on Saturday.

CORE too

James Bevel, who identified himself as a Nashville student, said he drove her with four other students last night to join the Freedom Riders and that five Nashville ministers had also left the Tennessee city to join the movement. The Congress of Racial Equality (CORE) announced previously that six of its members are here to take part in the freedom rides.

The Rev. King said both white and Negro Freedom Riders would attempt to leave here for New Orleans, but the only known white Freedom Rider still on hand is Jim Zwerg, recovering in a hospital from the serious beating he received at the hands of the mob.

No Marshals

Two white girls returned to Nashville after Saturday's riot.

Gov. Barnett told US Attorney General Robert Kennedy that Mississippi doesn't want any of the approximately 500 marshals here to aid in keeping the peace.

"You will do a great disservice to the agitators and the people of the United States if you do not advise the agitators to stay out of Mississippi," he said in a telegram to Kennedy.

Kennedy's chief assistant, Deputy Attorney General Byron (Whizzer) White, said on return from an overnight trip to Washington that there is no plan for any of the marshals and deputies he supervises here to escort the riders on their trip to New Orleans. He said the federal government assumed that Mississippi and Louisiana authorities would protect the buses. White declined to say when the marshals might leave this area.

In Washington, Atty. Gen. Robert Kennedy urged Alabama, Mississippi and the freedom riders today "to weigh their actions carefully" – especially now that President Kennedy is heading for a summit conference with Soviet Premier Khrushchev.

Atty. Gen. Kennedy said, "the evidence at this time" is that Alabama and Mississippi state and local officials intend to maintain order and control any outbreaks of mob violence.

What characteristics of newspaper stories can you identify?

Activity

5 Planning Writing

Make an outline or use this graphic organizer to help you plan your writing.

First paragraph, including claim.	
Events you will discuss.	
Cause/effect relationships you will highlight.	
Actors and motivations you will discuss.	
How will you conclude?	
What will you title your story?	

Write Your Story, Review and Revise

Write an initial draft with multiple paragraphs to include: (1) the opening paragraph, (2) development of the story, including a specification of the actors and their motivations and the causal or other relationships among events, and (3) a closing paragraph.

Once you have written this draft, read it over and analyze it based upon the following rubric. Revise your draft to address your assessment.

Writing Rubric – Newspaper Account

Scoring Elements

1 = Not Yet 2 = Approaches Expectations 3 = Meets Expectations 4 = Exceeds Expectations

1 ----- 2 ----- 3 ----- 4

Claim	Attempts to establish, but not clearly written.	----->	Has a strong claim that is maintained throughout.
Attention to Audience	Writing is not aimed at a newspaper audience.	----->	Writing is consistently appropriate for a newspaper audience.
Content	Story contains incomplete or inaccurate information.	----->	Account is entirely complete and accurate.
Organization	Attempts to organize, but structure isn't appropriate for newspaper story.	----->	Organization appropriate to a newspaper story is evident throughout.
Title or headline	Title or headline is inaccurate, given the story, or lacks interest.	----->	Title or headline accurately depicts story and draws attention.
Development of evidence to support claim	Development of ideas is illogical or has gaps.	----->	Information is complete and accurate given the two documents.
Mechanics	Writing has errors of grammar, punctuation, spelling, word use, etc.	----->	Writing is completely free from errors of grammar, punctuation, spelling, word use, etc.

Draft of Writing

Draft Revisions

Draft Revisions

Lesson 12

Comparing Two Presidential Speeches

In this lesson, you will . . .

- Identify similarities and differences in the two speeches and explain them.
- Determine whether or not you can explain the differences and the similarities in the speeches using the contextual information in the chapter or whether there is some other explanation for the differences.
- Add information to your essential questions organizer from the chapter excerpt.

Activity

1 Pre-reading

You are about to read two speeches by two different presidents: John F. Kennedy and Lyndon B. Johnson. To what kind of information will you need to pay attention?

G-SPRITE

You will use a strategy called G-SPRITE as you complete the reading of the materials in this lesson. It should help you keep the essential questions in mind as you read from the various sources. G-SPRITE helps you pay attention to some of the different categorizations of historical information that historians use (political, social, economic, and so on. Review this strategy and think about what you have already learned. Can you think about in what category an action like *Brown v. Board of Education* can be placed? How did technology affect the Civil Rights Movement? What kinds of tactics did the Civil Rights activists use? Were they political? Social? Religious? Were they a combination of these things?

G-SPRITE

Geography: (human interactions with the environment) Includes the physical location of civilizations, how geographical features influence people, how people adapted to the geographical features, demography and disease, migration, patterns of settlement.

Social: Includes living conditions, gender roles and relations, leisure time, family and kinship, morals, racial and ethnic constructions, social and economic classes, and ways these are changing or being challenged.

Political: Includes political structures and forms of governance, laws, tax policies, revolts and revolutions, military issues, nationalism.

Religious: Includes belief systems, religious scriptures, the church/religious body, religious leaders, the role of religion in this society, impact of any religious divisions/sects within the society.

Intellectual: Includes thinkers, philosophies and ideologies, scientific concepts, education, literature, music, art and architecture, drama/plays, clothing styles and how these products reflect the surrounding events.

Technological: (anything that makes life easier) Includes inventions, machines, tools, weapons, communication tools, infrastructure (e.g., roads, irrigation systems), and how these advances changed the social and economic patterns.

Economic: Includes agricultural and pastoral production, money, taxes, trade and commerce, labor systems, guilds, capitalism, industrialization, and how the economic decisions of leaders affected the society.

Activity

2 Reading the Chapter Excerpt

Read this new portion of the Faragher chapter. Later read the two speeches. As you read the chapter excerpt, consider what was happening in the intervening time between the two speeches. Later, as you read the two speeches for similarities and differences, you will be asked to decide whether or not you can explain the similarities and differences in the two speeches by using the contextual information you read in the chapter, or whether there is some other explanation for the differences.

- Annotate as you read.
- Use G-SPRITE as a strategy—that is, read to identify geographical, social, political, religious, intellectual, technological, and economic forces.
- Use SOAPStone as an analysis tool.
- Pay attention to vocabulary, analyzing words in context and supplying synonyms for unknown words.
- Add information to the essential question chart from the chapter excerpt.
- Complete the similarities/differences chart using information from the two speeches.
- Remember that the ultimate purpose for reading these texts is to determine how the Civil Rights Movement changed during the 1960s.

Farragher, pages 19-30 (see Appendix).

Essential Questions Organizer—refer to this chart in previous lessons.

Activity

3 Considering the Text

As you read and after, consider the answers to the following questions:

1. What events in the text are significant enough to add to a timeline?

What makes them important?

2. What goals did the historical actors in these events have?

What issue were they trying to address?

What tactics did they use, according to Faragher?

Were these tactics successful?

How do you define success?

How would you categorize each of the tactics? Make a chart with goals in one axis and tactics in another. In another column, put what G-SPRITE elements the tactics represent.

Birmingham March

Goals	Tactics	G-SPRITE
1.		
2.		
3.		

4. After reading the chapter excerpt and using the essential question organizer, did the Civil Rights Movement change during the 60s?

If so, how?

What evidence from this chapter excerpt do you have that the movement changed?

5. What do these three excerpts say about changes in the Civil Rights Movement?

The black unemployed and working poor who joined in the struggle brought a different perspective from that of the students, professionals and members of the religious middle class who had dominated the movement before Birmingham. They cared less about the philosophy of nonviolence and more about immediate gains in employment and housing and an end to police brutality.

While President Johnson and his liberal allies won the congressional battle for the new civil rights bill, activists in Mississippi mounted a far more radical and dangerous campaign than any yet attempted in the South.

Frustrated with the limits of nonviolent protest and electoral politics, younger activists within SNCC found themselves increasingly drawn to the militant rhetoric and vision of Malcolm X.

6. What words did you struggle with as you read?

Activity

4 Reading Two Presidential Speeches

Kennedy's Civil Rights Speech, June 11, 1963

Retrieved from: <http://millercenter.org/scripps/archive/speeches/detail/3375>.

Miller Center, University of Virginia

Good evening, my fellow citizens:

This afternoon, following a series of threats and defiant statements, the presence of Alabama National Guardsmen was required on the University of Alabama to carry out the final and unequivocal order of the United States District Court of the Northern District of Alabama. That order called for the admission of two clearly qualified young Alabama residents who happened to have been born Negro.

That they were admitted peacefully on the campus is due in good measure to the conduct of the students of the University of Alabama, who met their responsibilities in a constructive way.

I hope that every American, regardless of where he lives, will stop and examine his conscience about this and other related incidents. This Nation was founded by men of many nations and backgrounds. It was founded on the principle that all men are created equal, and that the rights of every man are diminished when the rights of one man are threatened.

Today we are committed to a worldwide struggle to promote and protect the rights of all who wish to be free. And when Americans are sent to Vietnam or West Berlin, we do not ask for whites only. It ought to be possible, therefore, for American students of any color to attend any public institution they select without having to be backed up by troops.

It ought to be possible for American consumers of any color to receive equal service in places of public accommodation, such as hotels and restaurants and theaters and retail stores, without being forced to resort to demonstrations in the street, and it ought to be possible for American citizens of any color to register and to vote in a free election without interference or fear of reprisal.

It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated. But this is not the case.

The Negro baby born in America today, regardless of the section of the Nation in which he is born, has about one-half as much chance of completing a high school as a white baby born in the same place on the same day, one-third as much chance of completing college, one-third as much chance of becoming a professional man, twice as much chance of becoming unemployed, about one-seventh as much chance of earning \$10,000 a year, a life expectancy which is seven years shorter, and the prospects of earning only half as much.

This is not a sectional issue. Difficulties over segregation and discrimination exist in every city, in every State of the Union, producing in many cities a rising tide of discontent that threatens the public safety. Nor is this a partisan issue. In a time of domestic crisis men of good will and generosity should be able to unite regardless of party or politics. This is not even a legal or legislative issue alone. It is better to settle these matters in the courts than on the streets, and new laws are needed at every level, but law alone cannot make men see right.

We are confronted primarily with a moral issue. It is as old as the scriptures and is as clear as the American Constitution.

The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities, whether we are going to treat our fellow Americans as we want to be treated. If an American, because his skin is dark, cannot eat lunch in a restaurant open to the public, if he cannot send his children to the best public school available, if he cannot vote for the public officials who represent him, if, in short, he cannot enjoy the full and free life which all of us want, then who among us would be content to have the color of his skin changed and stand in his place? Who among us would then be content with the counsels of patience and delay?

One hundred years of delay have passed since President Lincoln freed the slaves, yet their heirs, their grandsons, are not fully free. They are not yet freed from the bonds of injustice. They are not yet freed from social and economic oppression. And this Nation, for all its hopes and all its boasts, will not be fully free until all its citizens are free.

We preach freedom around the world, and we mean it, and we cherish our freedom here at home, but are we to say to the world, and much more importantly, to each other that this is a land of the free except for the Negroes; that we have no second-class citizens except Negroes; that we have no class or cast system, no ghettos, no master race except with respect to Negroes?

Now the time has come for this Nation to fulfill its promise. The events in Birmingham and elsewhere have so increased the cries for equality that no city or State or legislative body can prudently choose to ignore them.

The fires of frustration and discord are burning in every city, North and South, where legal remedies are not at hand. Redress is sought in the streets, in demonstrations, parades, and protests which create tensions and threaten violence and threaten lives.

We face, therefore, a moral crisis as a country and as a people. It cannot be met by repressive police action. It cannot be left to increased demonstrations in the streets. It cannot be quieted by token moves or talk. It is a time to act in the Congress, in your State and local legislative body and, above all, in all of our daily lives.

It is not enough to pin the blame on others, to say this is a problem of one section of the country or another, or deplore the fact that we face. A great change is at hand, and our task, our obligation, is to make that revolution, that change, peaceful and constructive for all.

Those who do nothing are inviting shame as well as violence. Those who act boldly are recognizing right as well as reality.

Next week I shall ask the Congress of the United States to act, to make a commitment it has not fully made in this century to the proposition that race has no place in American life or law. The Federal judiciary has upheld that proposition in a series of forthright cases. The executive branch has adopted that proposition in the conduct of its affairs, including the employment of Federal personnel, the use of Federal facilities, and the sale of federally financed housing.

But there are other necessary measures which only the Congress can provide, and they must be provided at this session. The old code of equity law under which we live commands for every wrong a remedy, but in too many communities, in too many parts of the country, wrongs are inflicted on Negro citizens and there are no remedies at law. Unless the Congress acts, their only remedy is in the street.

I am, therefore, asking the Congress to enact legislation giving all Americans the right to be served in facilities which are open to the public—hotels, restaurants, theaters, retail stores, and similar establishments.

This seems to me to be an elementary right. Its denial is an arbitrary indignity that no American in 1963 should have to endure, but many do.

I have recently met with scores of business leaders urging them to take voluntary action to end this discrimination and I have been encouraged by their response, and in the last two weeks over 75 cities have seen progress made in desegregating these kinds of facilities. But many are unwilling to act alone, and for this reason, nationwide legislation is needed if we are to move this problem from the streets to the courts.

I am also asking Congress to authorize the Federal Government to participate more fully in lawsuits designed to end segregation in public education. We have succeeded in persuading many districts to de-segregate voluntarily. Dozens have admitted Negroes without violence. Today a Negro is attending a State-supported institution in every one of our 50 States, but the pace is very slow.

Too many Negro children entering segregated grade schools at the time of the Supreme Court's decision nine years ago will enter segregated high schools this fall, having suffered a loss which can never be restored. The lack of an adequate education denies the Negro a chance to get a decent job.

The orderly implementation of the Supreme Court decision, therefore, cannot be left solely to those who may not have the economic resources to carry the legal action or who may be subject to harassment.

Other features will be also requested, including greater protection for the right to vote. But legislation, I repeat, cannot solve this problem alone. It must be solved in the homes of every American in every community across our country.

In this respect, I want to pay tribute to those citizens North and South who have been working in their communities to make life better for all. They are acting not out of a sense of legal duty but out of a sense of human decency.

Like our soldiers and sailors in all parts of the world they are meeting freedom's challenge on the firing line, and I salute them for their honor and their courage.

My fellow Americans, this is a problem which faces us all—in every city of the North as well as the South. Today there are Negroes unemployed, two or three times as many compared to whites, inadequate in education, moving into the large cities, unable to find work, young people particularly out of work without hope, denied equal rights, denied the opportunity to eat at a restaurant or lunch counter or go to a movie theater, denied the right to a decent education, denied almost today the right to attend a State university even though qualified. It seems to me that these are matters which concern us all, not merely Presidents or Congressmen or Governors, but every citizen of the United States.

This is one country. It has become one country because all of us and all the people who came here had an equal chance to develop their talents.

We cannot say to 10 percent of the population that you can't have that right; that your children can't have the chance to develop whatever talents they have; that the only way that they are going to get their rights is to go into the streets and demonstrate. I think we owe them and we owe ourselves a better country than that.

Therefore, I am asking for your help in making it easier for us to move ahead and to provide the kind of equality of treatment which we would want ourselves; to give a chance for every child to be educated to the limit of his talents.

As I have said before, not every child has an equal talent or an equal ability or an equal motivation, but they should have the equal right to develop their talent and their ability and their motivation, to make something of themselves.

We have a right to expect that the Negro community will be responsible, will uphold the law, but they have a right to expect that the law will be fair, that the Constitution will be color blind, as Justice Harlan said at the turn of the century.

This is what we are talking about and this is a matter which concerns this country and what it stands for, and in meeting it I ask the support of all our citizens.

Thank you very much.

Lyndon Johnson's "Great Society Speech"

Remarks at the University of Michigan, May 22, 1964

Retrieved at: <http://millercenter.org/president/speeches/detail/3383>.

Miller Center, University of Virginia

President Hatcher, Governor Romney, Senators McNamara and Hart, Congressmen Meader and Staebler, and other members of the fine Michigan delegation, members of the graduating class, my fellow Americans:

It is a great pleasure to be here today. This university has been coeducational since 1870, but I do not believe it was on the basis of your accomplishments that a Detroit high school girl said, "In choosing a college, you first have to decide whether you want a coeducational school or an educational school."

Well, we can find both here at Michigan, although perhaps at different hours.

I came out here today very anxious to meet the Michigan student whose father told a friend of mine that his son's education had been a real value. It stopped his mother from bragging about him.

I have come today from the turmoil of your Capital to the tranquility of your campus to speak about the future of your country.

The purpose of protecting the life of our Nation and preserving the liberty of our citizens is to pursue the happiness of our people. Our success in that pursuit is the test of our success as a Nation.

For a century we labored to settle and to subdue a continent. For half a century we called upon unbounded invention and untiring industry to create an order of plenty for all of our people.

The challenge of the next half-century is whether we have the wisdom to use that wealth to enrich and elevate our national life, and to advance the quality of our American civilization.

Your imagination, your initiative, and your indignation will determine whether we build a society where progress is the servant of our needs, or a society where old values and new visions are buried under unbridled growth. For in your time we have the opportunity to move not only toward the rich society and the powerful society, but upward to the Great Society.

The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning.

The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents. It is a place where leisure is a welcome chance to build and reflect, not a feared cause of boredom and restlessness. It is a place where the city of man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community.

It is a place where man can renew contact with nature. It is a place which honors creation for its own sake and for what it adds to the understanding of the race. It is a place where men are more concerned with the quality of their goals than the quantity of their goods.

But most of all, the Great Society is not a safe harbor, a resting place, a final objective, a finished work. It is a challenge constantly renewed, beckoning us toward a destiny where the meaning of our lives matches the marvelous products of our labor.

So I want to talk to you today about three places where we begin to build the Great Society—in our cities, in our countryside, and in our classrooms.

Many of you will live to see the day, perhaps 50 years from now, when there will be 400 million Americans four-fifths of them in urban areas. In the remainder of this century urban population will double, city land will double, and we will have to build homes, highways, and facilities equal to all those built since this country was first settled. So in the next 40 years we must rebuild the entire urban United States.

Aristotle said: “Men come together in cities in order to live, but they remain together in order to live the good life.” It is harder and harder to live the good life in American cities today.

The catalog of ills is long: there is the decay of the centers and the despoiling of the suburbs. There is not enough housing for our people or transportation for our traffic. Open land is vanishing and old landmarks are violated.

Worst of all expansion is eroding the precious and time honored values of community with neighbors and communion with nature. The loss of these values breeds loneliness and boredom and indifference.

Our society will never be great until our cities are great. Today the frontier of imagination and innovation is inside those cities and not beyond their borders.

New experiments are already going on. It will be the task of your generation to make the American city a place where future generations will come, not only to live but to live the good life.

I understand that if I stayed here tonight I would see that Michigan students are really doing their best to live the good life.

This is the place where the Peace Corps was started. It is inspiring to see how all of you, while you are in this country, are trying so hard to live at the level of the people.

A second place where we begin to build the Great Society is in our countryside. We have always prided ourselves on being not only America the strong and America the free, but America the beautiful. Today that beauty is in danger. The water we drink, the food we eat, the very air that we breathe, are threatened with pollution. Our parks are overcrowded, our seashores overburdened. Green fields and dense forests are disappearing.

A few years ago we were greatly concerned about the “Ugly American.” Today we must act to prevent an ugly America.

For once the battle is lost, once our natural splendor is destroyed, it can never be recaptured. And once man can no longer walk with beauty or wonder at nature his spirit will wither and his sustenance be wasted.

A third place to build the Great Society is in the classrooms of America. There your children’s lives will be shaped. Our society will not be great until every young mind is set free to scan the farthest reaches of thought and imagination. We are still far from that goal.

Today, eight million adult Americans, more than the entire population of Michigan, have not finished five years of school. Nearly 20 million have not finished eight years of school. Nearly 54 million—more than one-quarter of all America—have not even finished high school.

Each year more than 100,000 high school graduates, with proved ability, do not enter college because they cannot afford it. And if we cannot educate today’s youth, what will we do in 1970 when elementary school enrollment will be five million greater than 1960? And high school enrollment will rise by five million. College enrollment will increase by more than three million.

In many places, classrooms are overcrowded and curricula are outdated. Most of our qualified teachers are underpaid, and many of our paid teachers are unqualified. So we must give every child a place to sit and a teacher to learn from. Poverty must not be a bar to learning, and learning must offer an escape from poverty.

But more classrooms and more teachers are not enough. We must seek an educational system which grows in excellence as it grows in size. This means better training for our teachers. It means preparing youth to enjoy their hours of leisure as well as their hours of labor. It means exploring new techniques of teaching, to find new ways to stimulate the love of learning and the capacity for creation.

These are three of the central issues of the Great Society. While our Government has many programs directed at those issues, I do not pretend that we have the full answer to those problems.

But I do promise this: We are going to assemble the best thought and the broadest knowledge from all over the world to find those answers for America. I intend to establish working groups to prepare a series of White House conferences and meetings—on the cities, on natural beauty, on the quality of education, and on other emerging challenges. And from these meetings and from this inspiration and from these studies we will begin to set our course toward the Great Society.

The solution to these problems does not rest on a massive program in Washington, nor can it rely solely on the strained resources of local authority. They require us to create new concepts of cooperation, a creative federalism, between the National Capital and the leaders of local communities.

Woodrow Wilson once wrote: “Every man sent out from his university should be a man of his Nation as well as a man of his time.”

Within your lifetime powerful forces, already loosed, will take us toward a way of life beyond the realm of our experience, almost beyond the bounds of our imagination.

For better or for worse, your generation has been appointed by history to deal with those problems and to lead America toward a new age. You have the chance never before afforded to any people in any age. You can help build a society where the demands of morality, and the needs of the spirit, can be realized in the life of the Nation.

So, will you join in the battle to give every citizen the full equality which God enjoins and the law requires, whatever his belief, or race, or the color of his skin?

Will you join in the battle to give every citizen an escape from the crushing weight of poverty?

Will you join in the battle to make it possible for all nations to live in enduring peace—as neighbors and not as mortal enemies?

Will you join in the battle to build the Great Society, to prove that our material progress is only the foundation on which we will build a richer life of mind and spirit?

There are those timid souls who say this battle cannot be won; that we are condemned to a soulless wealth. I do not agree. We have the power to shape the civilization that we want. But we need your will, your labor, your hearts, if we are to build that kind of society.

Those who came to this land sought to build more than just a new country. They sought a new world. So I have come here today to your campus to say that you can make their vision our reality. So let us from this moment begin our work so that in the future men will look back and say: It was then, after a long and weary way, that man turned the exploits of his genius to the full enrichment of his life.

Thank you. Goodbye.

Activity

5 Considering What Was Read

Speaker	JFK Speech	LBJ Speech
Occasion		
Audience		
Perspective		
Subject(s)		
Tone		
Geographical		
Social		

Political		
Religious		
Intellectual		
Technological		
Economic		
Summary		
Similarities		
Differences		

1. What **thought provoking** sentence(s) did you find?

2. What made this sentence particularly meaningful?

3. What are the differences between the two speeches? Provide evidence supporting these differences.

4. What categories of information do the two presidents use in their speeches?

5. Compare and contrast these excerpts from the speeches:

It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated. But this is not the case.

The Negro baby born in America today, regardless of the section of the Nation in which he is born, has about one-half as much chance of completing a high school as a white baby born in the same place on the same day, one-third as much chance of completing college, one-third as much chance of becoming a professional man, twice as much chance of becoming unemployed, about one-seventh as much chance of earning \$10,000 a year, a life expectancy which is seven years shorter, and the prospects of earning only half as much.

The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning.

The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents. It is a place where leisure is a welcome chance to build and reflect, not a feared cause of boredom and restlessness. It is a place where the city of man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community.

6. Can the similarities and differences in the two speeches be explained by the context—the events that took place between them? What is the evidence that it can be explained by the intervening events? What evidence is there that other factors might explain the differences (such as differences in the audience, the purpose for the speeches and other factors noted in G-SPRITE).

In the chart, write down what you have learned from the chapter on the intervening years that could explain the differences in the speeches in the “Evidence for Yes” column. In the “Evidence for No” column, write down the evidence for any other factors that might explain the differences. These two columns represent evidence and counter-evidence. By paying attention to both, you can make a better decision about which side to believe.

Chapter Events Explain Difference in Speeches

Evidence for Yes

Evidence for No

My view:

Vocabulary

1. What vocabulary did you struggle with in the two presidential speeches?
2. Are there words for which you did not find the meaning? These might need to be brought up during a class discussion on vocabulary.

3. What people, places and events/legislation should be added to the discipline-specific vocabulary list?

Notes

Lesson 13

Creating a Presentation

In this lesson, you will . . .

- Compose an outline of a research paper.
- Complete a PowerPoint, Prezi, or other presentation format that summarizes your research project.
- Present the presentation to your peers.
- Evaluate your peers' presentations.

Activity

1 Orientation to the Task

Read the following directions and example that explain the outline that you will compose.

Directions for Creating an Outline

Prepare an outline for your “paper” that includes a complete introduction and conclusion along with key points that you would cover. Follow the formatting of the example below. Remember that you cannot have a “point one” without a “point two,” or a “point A” without a “point B,” etc. It is also required that you insert a relevant quote from each of your sources into the outline where appropriate. In the example below, areas that would be ideal for inserting a quote are indicated to assist you in developing your outline.

This assignment is worth _____ points and is due

at the beginning of class. Late assignments will not be accepted.

See the example on the following two pages.

Example:

I. Introduction:

Before the Civil War, life was difficult for African American families who were slaves. But once the slaves were freed, the expectation was that life would be better for both men and women. This was only true to some extent. Whereas African men were able to in some cases own land or in others to engage in sharecropping, women had to not only take care of their families but also work in the fields beside their husbands. They were not granted the same freedoms as their husbands—they couldn't own land or vote, for example. Therefore, although all freed slaves were better off after Emancipation, African American women fared worse than men because of the unimportant role women typically played in free society at the time.

II. Life for women before the Civil War

A. Lives of slave women

1. Families disrupted and children often taken from parents' home.
2. Slave women not allowed to become educated.
3. Slave women expected to work for their masters.

B. Lives of white women

1. Women denied the vote.
2. Women denied property ownership.
3. Education was not as important for women.
4. Women were considered property of their husbands.
5. Women did not hold positions of authority, but depending on their resources, were sometimes able to spend lives of comparative leisure.

III. Lives for women after the Civil War

A. Lives of slave women

1. Women often had to search for their children and husbands.
2. Women were expected to take care of their husbands and children.
3. Women had to work in the fields with their husbands.
4. Women were considered property of their husbands.
5. Women were not allowed to own property.
6. Women were not allowed to vote.
7. Because of their economic circumstances, they were unable to engage in leisure activities.

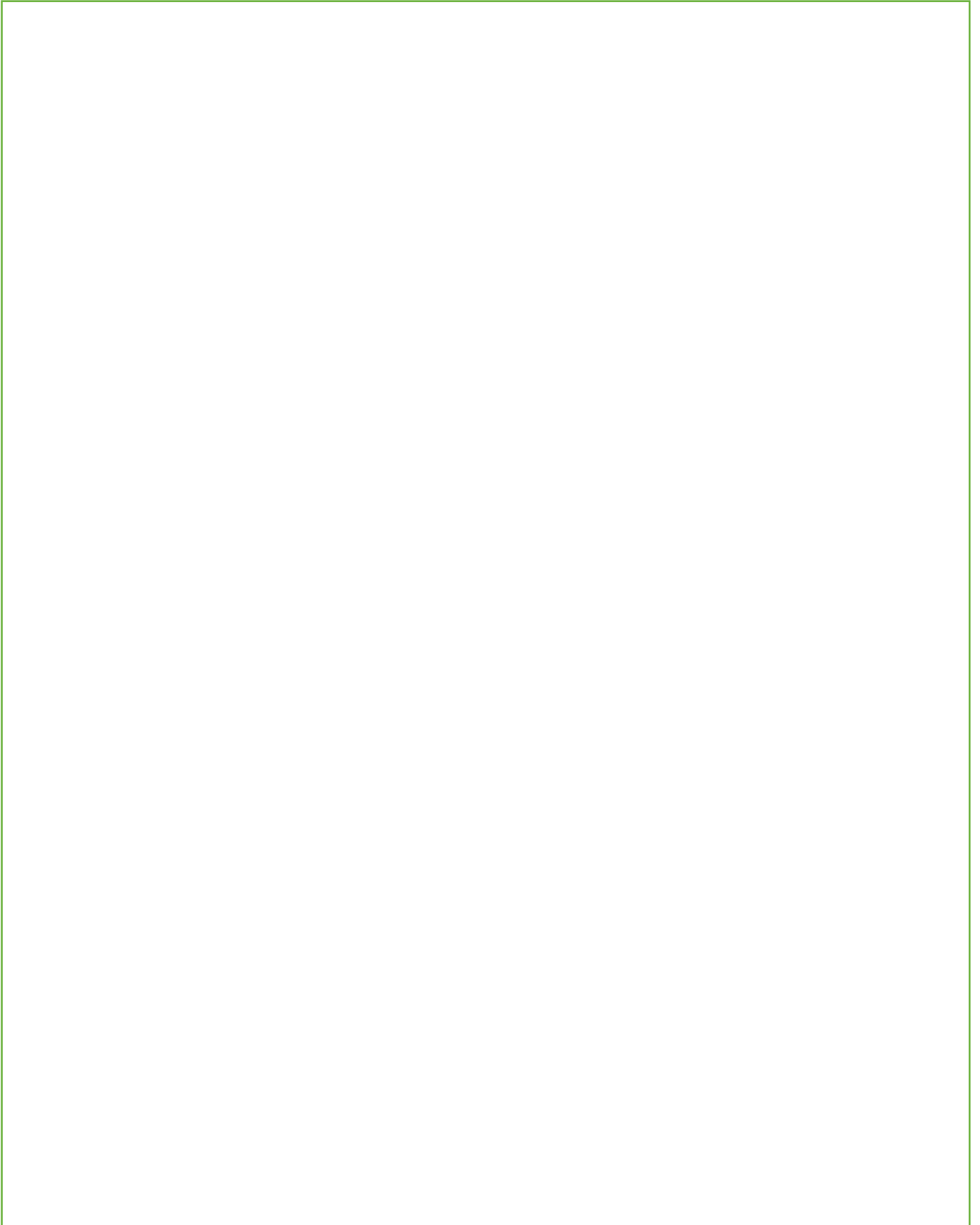
B. Lives of white women same as before the war

IV. Conclusion

In summary, African American women who had been slaves did not gain the same freedom as African American men after they were emancipated. They still had to exist in a society that did not allow women to participate fully in the democracy. At the same time, they were not afforded the leisure of many white women who had better economic circumstances, and were expected to work alongside their husbands as well as take care of their families. African American women, then, were worse off than everyone else in American society.

Activity

2 Prepare the Outline



Activity

3 Create the Presentation

Guidelines:

- Must have no more than eight slides.
- Must use at least five sources.
- Must use at least three quotes.
- First slide: Thesis.
- Seventh slide: Conclusion.
- Eighth slide: Sources.
- At least one slide should use graphics: photograph, chart, figure, etc.

Notes:

Activity

4 Get Feedback from Others and Revise

You will present your presentation, and you will evaluate other’s presentations. Use the following feedback form. Based upon the feedback you get, revise your presentation.

Presenter Name

Topic

Date

No

Some

Yes

Thesis (Claim) is clear.

Evidence clearly supports claim.

Evidence is integrated—not just listed or dropped in.

The graphic element added to the overall presentation.

The presentation seemed trustworthy.

Notes

Lesson 14

Answering the Essential Question

In this lesson, you will . . .

- Make a claim about the essential question and provide reasonable evidence for the claim using at least five sources from your readings.
- Explain why you chose the sources and evidence you chose.
- Explain why you did not make an alternative claim based upon evidence.

Activity

1 Orientation to the Task

Refer to your essential question graphic organizer to help you answer this question and the sub-questions. To remind you, the essential question is:

How did the concept of liberty and equality change in the United States in the 1960s as a result of the Civil Rights Movement?

The sub-questions are:

- 1. What changed? Was the change legal, social, political, economic, cultural?**
- 2. Who was responsible?**
- 3. What tactics were used? Were these legal, social, political, economic, cultural?**
- 4. What challenges were faced?**

At this point, you should have some idea about what changed during the 60s in the Civil Rights Movement. There could have been legal changes, social changes, political changes, etc. There could have been a change in who took leadership positions. There could have been changes in the tactics that were used, and in the challenges faced. What did liberty and equality mean before 1960? (To whites? To African-Americans?) What did it mean at the end of the 60s? (To whites? To African-Americans?)

Study the evidence you have read and choose the strongest evidence. What claim does the evidence support? Write a claim that states what changes took place in the concept of liberty and equality. Then, write another claim—a counterclaim.

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for students to write their answers to the essential question.

Activity

2 Creating a Claim and Identifying Evidence

In the graphic organizer below, list the evidence for this claim and for the counterclaim. Use at least five sources.

Claim:

Source Citation:

- 1.
- 2.
- 3.
- 4.
- 5.

Summary of Evidence

Counterclaim:

Source Citation:

- 1.
- 2.
- 3.
- 4.
- 5.

Summary of Evidence

Activity

3 Explaining your Choices

For each source and piece of evidence supporting the claim you are making, explain **why** it is a compelling source and give support for the claim.

1. Why a good source?

Why good evidence?

2. Why a good source?

Why good evidence?

3. Why a good source?

Why good evidence?

4. Why a good source?

Why good evidence?

5. Why a good source?

Why good evidence?

Explain on the next page, using a discussion of the evidence, why the claim you chose is better than the counterclaim you made.

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Activity

4 Preparing to Write the Essay

Writing the claim: Some ways to structure the claim you are making are below. Use these models as guidelines for writing your claim.

America's concept of liberty and equality became (more, less) _____ during the 1960's Civil Rights Movement. Although some argue that the Civil Rights Movement changed because of _____, the evidence points to _____ (or a combination of _____, _____, and _____).

By the end of the 1960's Civil Rights Movement, America's concept of liberty and equality had changed from _____ to _____. There were many reasons for that change, but the most significant one(s) was (were) _____.

The 1960's Civil Rights Movement changed the way Americans thought about liberty and equality. At the beginning of the 1960's, Americans believed _____ (or Americans were divided because _____). At the end of the 1960's, Americans believed _____ (or Americans were divided because _____).

Although many believe that _____ was the reason for these changes in belief, the most significant reason(s) was/were that _____.

Write your claim:

Now you will plan your essay. Begin with how you will structure it. A reasonable way to structure the essay is shown in the graphic organizer below.

1. **Introductory Paragraph, ending with claim:** This paragraph introduces the audience to the topic and states the position you are taking.
2. **Supporting Paragraph 1:** This paragraph begins to introduce the evidence you have for your claim. This evidence might be cause-effect in nature. That is, an event, key individual, political or legal action, technological reality, etc. caused changes to take place.
3. **Supporting Paragraph 2:** Same as above

Continue until you have used all of your best evidence. **DO NOT** present evidence text by text. Rather, combine the evidence for the same reason across texts.

4. **Counterclaim:** Tell why the opposing claim is not as good as yours.
5. **Conclude:** End by summarizing what you just said and explaining “so what.” Why should your audience care?

Fill in this template with the parts of your essay.

1. Introductory Paragraph, ending with claim. (Write this completely.)

2. Supporting paragraphs. (Outline these.)

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

Refutation of Counterclaim:

Concluding Paragraph: Write this completely.

Before you write the essay, review the following rubric for arguments. This is the rubric by which your essay will be evaluated.

Rubric for Synthesis Essay

Scoring Elements	1 Not Yet	1.5	2 Approaches Expectations	2.5	3 Meets Expectations	3.5	4 Advanced
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. Makes no mention of counterclaims.		Establishes a claim Makes note of counterclaims.		Establishes a credible claim. Develops claim and counterclaims fairly.		Establishes and maintains a substantive and credible claim or proposal. Develops claims and counterclaims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Activity

5 Writing the Essay

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Peer and Self Evaluation:

Read your essay and evaluate it using the rubric above. Then let another student read your essay and evaluate it using the same rubric. Discuss the evaluation with the other student.

Revise your essay based upon the evaluations.