

Lessons that Work: Last Year's *Our Documents* 3 Educator Competition Winners

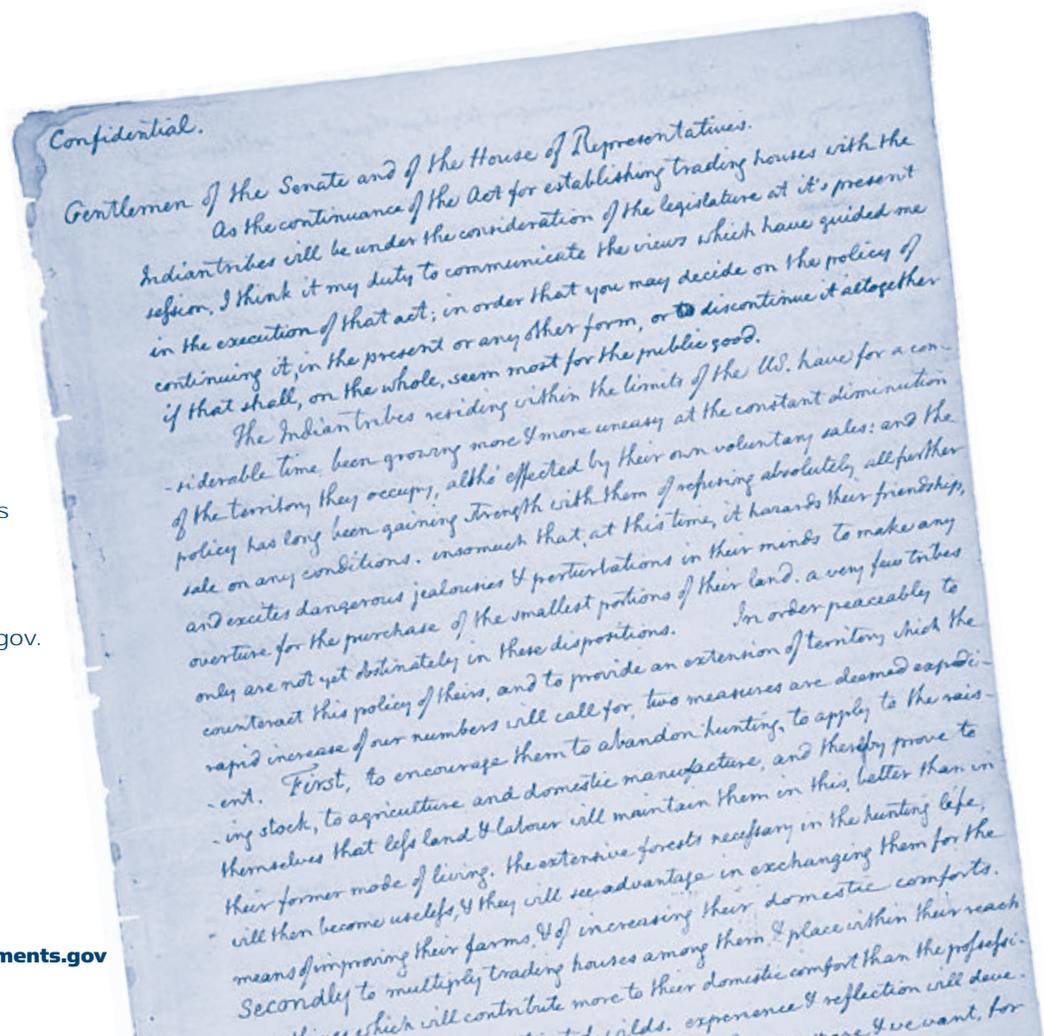
During the 2002–2003 school year, NHD asked history, social studies, civics, and government teachers to develop and test lesson plans by relating one or several of the 100 milestone documents to the theme *Rights and Responsibilities in History*. We asked that lessons engage students in a meaningful examination of the documents within their historical context, and that the lessons make connections across the curriculum. We asked teachers to relate their lessons to sub-themes, including “**The Nation and the Wider World**,” “**Individuals and Society**,” and “**State and Federal Power**.” While we received many fine entries, our panel of judges chose the following lessons as the best in these three categories. Student evaluations of the lessons (required for the contest) were so illuminating, we thought we would include some of those here, as well.

NOTE: All documents (facsimiles as well as transcripts) referenced in the following lesson plans can be found online with the entire collection of milestone documents at www.ourdocuments.gov. All lessons and comments printed with permission of teacher and student authors.

**1. Winning Entry for the Category “The Nation & the Wider World”:
Mickie Ross, 4th Grade Teacher,
Meadow Woods Elementary School, Orlando, Florida.**

Jefferson and the Exploration of the West

As fourth graders in Florida, my students have spent a lot of time learning about the exchanges of the land they live on throughout history. From the earliest Spanish explorers to the French who briefly touched our shores, from the British who won this land as a part of the spoils of war to the new Americans who took it over, the students have examined these countries and their impact on Florida. By the time Jefferson was looking at the land owned by the French for possible expansion of the United States, things seemed to be on an even keel for Florida. The seesaw of powers from the past had ended and the turmoil surrounding the Seminole Indians had not yet begun. Therefore, the time was right for the students to take a look at what was happening elsewhere. The Louisiana Purchase would bring about the excitement of a “new world” to the United States and expand the horizons in a multitude of new ways.



Page from Jefferson's Secret Message to Congress. Document facsimile and transcript available at www.ourdocuments.gov.

Our Document Used

Document 17, Jefferson's Secret Message to Congress Regarding the Lewis and Clark Expedition, 1803. Document facsimile and transcript available at www.ourdocuments.gov.

Historical Background

From the 4th grade perspective, the historical background of the document takes on a very simplistic role in history. With the rapid growth of the country and the desire to expand in different directions, the addition of the land known as the "Louisiana Purchase" is of great importance for the future of the new country. The Native Americans continue to be a problem for the settlers who feel the need to move beyond the present boundaries and President Jefferson believes his expedition into the new lands of the west will help lessen the tensions in that area. He makes it clear in the document that he is concerned for the "Indians" as well as the citizens and proves once again that he is a compassionate man. By asking for appropriations from Congress to finance an expedition, he is preparing to meet the challenges head on. This will prove to be an important legacy for the future.

Teaching Activities

The lesson will begin with a review of the events at the end of the eighteenth century and their context for the people of Florida as well as the new nation. The teacher will present a map of the United States in 1800 and lead students in a discussion of problems that might lie ahead for the new nation. Students should point out that there is a vast amount of land to the West that would benefit the country. As the land belongs to another country, a debate then

takes place about how to best acquire the land. As the options are discussed — just moving there and taking over, fighting to get it, asking permission, or purchasing it — the students will list the pros and cons of each option. At this point, the teacher will explain Jefferson's viewpoint and introduce the letter. An explanation of primary sources will take place and the students will be given copies of the letter to examine. After a discussion about handwriting and spelling, students will work in groups to decipher the letter. This allows them to understand Jefferson's ideas and interests. The students are then instructed to rewrite the letter in the language of today, making it easier for them to understand.

As this is the introduction to the thematic unit on the Lewis and Clark Expedition, there will be many opportunities to refer to the document throughout the coming lessons. The students also discuss the situation Jefferson faces in comparison to the world today and our concerns throughout the world today. They debate whether our current president could address the problems we face today in a similar manner. This allows for critical thinking and applies the knowledge of the past to current events.

Cross-Curricular Connections

This lesson is the first in a unit that I have compiled from the many resources available for the classroom and for the general public. The following is a list of the cross-curricular activities that go with the unit.

Reading: The teacher will have students read from various historical novels, such as *Lewis and Clark and Me*, *The Incredible Journey of Lewis and Clark* and *In the Path of Lewis and Clark: Traveling the Missouri* to compare and contrast the viewpoints and experiences of the participants in the expedition. This can be recorded in a Venn diagram, T-Chart or paragraph.

Spelling: Using the document and copies of the journals of the expedition, the teacher may compile lists of misspelled words and words that are spelled differently today. The word lists are then corrected and discussed. The teacher will also provide passages that have

misspelled words to be corrected by the students, in order to practice the skill of locating words in context.

Writing: The teacher will have students compose their own letters to Congress using the language of today. Students will also keep journals of the lessons each day throughout the unit in which they respond to the experiences of the people involved in the exploration.

Math: Using information about the items taken on the trip, mileage, and money spent for the Corps of Discovery provided by the teacher, students will create word problems using the four operations. They may also design logic problems with the same information. Graphs and charts will be drawn to show the miles traveled per month and to compare the cost of items (land, supplies, labor) then and now.

Science: Using maps and journal information, the teacher will provide lists of the plant and animal life that was seen by the members of the expedition for the students to research. Each student will create a product (poster, brochure, diorama) to teach the class about their research.

Student Reactions

Reading this primary source was difficult. I experienced something new. While I was reading it I saw that Thomas Jefferson had nice writing. Can you believe that I saw the same words as the Congressmen? I guess seeing the primary sources was a great deed and I learned a lot too.

— Ashley Powell, *Fourth Grade*,
Meadow Woods Elementary School, Orlando, Florida

I think Jefferson's document is excellent! I think reading primary sources are exciting! Jefferson's secret message is difficult to read. That is what I think about primary sources.

— Chris Ettl, *Fourth Grade*,
Meadow Woods Elementary School, Orlando, Florida

**2. Winning Entry for the Category
“Individuals and Society”:**

**Dan Buehler, 8th Grade Teacher,
Morey Middle School, Denver, Colorado**

Bidding Adieu: On Teaching the Historical Significance of George Washington’s *Farewell Address*

Plenty of ink has been spilled in addressing the historical importance of President George Washington’s role in shaping the new republican government and his political legacy. Although not known as one of our country’s more eloquent rhetors, with the aid of Alexander Hamilton, Washington crafted a compelling and observant message near the end of his second term that continues to resonate today. This lesson plan is designed to aid educators in discussing the significance, both past and present, of *Washington’s Farewell Address*.

The *Farewell Address* touches on the “Individuals and Society” theme promulgated by *Our Documents*. Washington played a pivotal role in defining the office of the presidency and establishing precedence for the Executive branch. Although much American History has been maligned recently for focusing on “dead white men,” failure to consider Washington’s role in the founding of our nation discounts the notion that individuals can have a profound impact on society and its institutions. Certainly, the success of the young republic resided equally in both the ideas contained in the Constitution and the persons responsible for helping to realize them. Today, at a time when civic participation is waning, this message of civic virtue needs to be reinforced in hopes of reinvigorating public life.

Our Document Used

**Document 15, President George
Washington’s *Farewell Address*, 1796.**

Historical Background

George Washington’s first term in office was marked by broad political support and the virtual absence of public opposition. Nonetheless, within his own cabinet, Washington endured a contentious conflict between Thomas Jefferson and Alexander Hamilton and their polemic debate over a “weak” or “strong” federal government. With Hamilton’s success in establishing The National Bank, advocates for a “weak” government were becoming increasingly discontent. Jefferson, along with James Madison, began to disseminate their ideas more widely through the press, eventually leading to the formation of the Democratic-Republican Party. The Democratic-Republican Party was in its nascent stage in the election of 1792 and as a result, did not play a decisive role in the outcome of the election. Even if political parties such as the Democratic-Republican Party had become political forces, Washington’s public status was unassailable at the time.

In his second term, however, the American Cincinnatus began to show signs of vulnerability, experiencing for the first time in his career open political opposition. Age began to catch up to him as he suffered from fatigue running

the new government. In addition, he became seriously ill with influenza as well as fell off his horse, straining his back, which further slowed him down. Some people began to speculate as to whether Washington's cognitive abilities were beginning to diminish. While deterioration of the body was difficult enough, Washington felt the most pain from the increasing number of open attacks against the government and his presidency, both of which the President took personally. Some critics from the Democratic-Republican Party went so far as to appeal to the public's antipathy toward anything monarchical by arguing that Washington had made himself into a quasi-king.

Coupled with the discernable decline of Washington's public person was a foreign policy dilemma that was becoming increasingly contentious. England and France were warring in Europe and both were looking to elicit support from the young United States. Francophiles such as Jefferson believed that the United States was obligated to support France, out of respect to the Franco-American alliance of 1778, which was strategic in obtaining French military assistance and winning the Revolution. Anglophiles believed that despite the Revolution, America's true allegiance resided with the mother country. Moreover, many wanted to preserve the profitable economic trade relationship that existed at the time between the two nations.

Washington made his position well known with the Proclamation of Neutrality (1793), which declared the United States a bystander to the ongoing European conflict. As to be expected, this decision did not endear him with either camp. As the conflict escalated between France and England, Washington sent Chief Justice John Jay to London to negotiate a deal to avoid war with England. Out of this encounter

emerged the Jay Treaty (1794), which among other things recognized English naval and commercial dominance, and championed a version of American neutrality that was decidedly favorable toward England. Working behind the scenes, Jefferson and Madison plotted to prevent congressional approval of the treaty while calling into question the treaty-making power vested in the Executive Office. Once again, this debate invoked disparaging remarks about Washington's monarchical tendencies. Eventually, the treaty was approved, in large part, due to the prestige of its number one supporter—Washington. The President was able to maintain his doctrine of neutrality, but at a cost that his critics viewed as excessive.

Overall, Washington's *Farewell Address* sought to address three pressing issues: 1) The potential threat that political parties and interest groups pose to the democratic process as evinced by the conflict within his own cabinet; 2) The mounting criticism of the government, and in particular, of Washington and the way in which he exercised his authority; and 3) The proper role of the United States in international politics. These issues defined the political context and framed the rhetorical situation that elicited from Washington his *Farewell Address*.

Generally, Washington's speech was well-received. Although his advice on avoiding political parties was not heeded, he accurately predicted some of the problems that arose with party politics. By resigning on his terms, Washington's *Farewell Address* communicated to the public that his allegiances were completely republican, again reaffirming his status as the American Cincinnatus. Finally, his advice on foreign affairs was closely followed for some time. Washington's advocacy for neutrality helped to postpone a war with England until America was capable of fighting one.

Teaching Activity

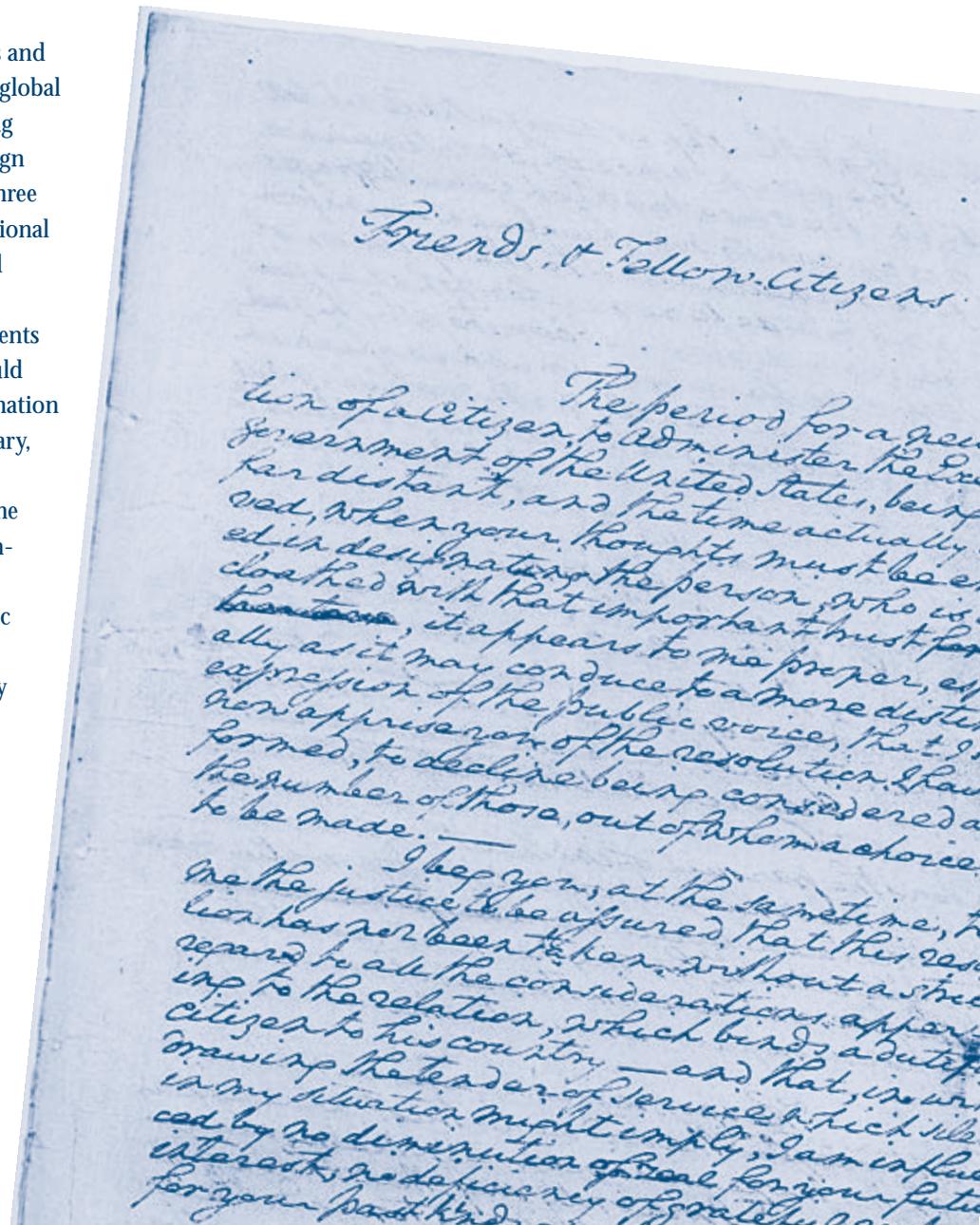
Materials:

Copies of George Washington's *Farewell Address* (facsimile and transcript of the *Farewell Address* available at www.ourdocuments.gov), butcher paper, markers, and tape.

Activities:

1. For a warm-up, ask students to give an example illustrating when political neutrality is advisable in international politics and when military involvement is the preferred course of action.
2. Discuss with students the advantages and disadvantages of isolationism versus global activism. Work with students by using their examples to illustrate how foreign policy decisions are often based on three dominant and interrelated issues: national security, economic development, and political ideology.
3. Extend the discussion by asking students whether and how their opinions would change if the year was 1800 and the nation had a modest economy, a weak military, and limited influence in world affairs. Again, help lead students to the conclusion that although their recommendations might have changed, the concerns (national security, economic development, and political ideology) underlying their decisions most likely have not.
4. Use the warm-up as a springboard to instruct students on the historical context and events that compelled Washington to publish his *Farewell Address*.
5. Once students have a clear understanding of the political context and rhetorical situation, distribute copies of Washington's *Farewell Address*.
6. Instruct students to read the text at least a couple of times carefully. Moreover, tell them as they read through the text the first time to identify the introduction, body, and conclusion as well as the topic of each paragraph in the body of the text. This will help students recognize the various themes

Page from President George Washington's *Farewell Address* (1796). Document facsimile and transcription available at www.ourdocuments.gov.



that Washington addresses as well as how he organizes his speech.

7. Assign students the following questions:
 - A. Identify the major issues/topics in Washington's *Farewell Address*. Cite excerpts from the text to illustrate your point.
 - B. What actions and/or advice does Washington offer in response to the three dominant issues confronting him in his second term in office? Again, cite excerpts from the text to support your response.

- C. In light of what you know about the historical context, choose one of Washington's "issues" and argue whether his action/advice was wise or foolish. Be sure to provide a rationale for your response.
- D. Warning about political parties and "entangling alliances" are two issues that tend to dominate the better part of Washington's *Farewell Address*. Explain how both of these issues relate to the present day and argue whether Washington's advice is still applicable. (For example, think about the role political parties play in shaping public policy and the country's fragile, newly formed international anti-terrorist coalition.)

Student Reactions

To begin the lesson I studied some of Washington's background history. I also got a clear understanding of what happened during his presidency and why he decided to retire in the first place. When the class began to get into the *Farewell Address* I found it interesting but also very challenging.

Well, to begin with, I found this project interesting because I learned many new things about George Washington. I understood what he thought of political parties and his disagreement with them. I also learned that he believed that our country would thrive but only if it stays together. I also got a clear understanding of Washington's point of view on how domestic and foreign policy issues are interconnected. From this whole assignment I learned lots of new stuff about George Washington that I never knew before.

On the other hand, this lesson was a challenge. The language Washington's *Farewell Address* is written in can be hard to understand. I more than once had to ask for help understanding what a sentence or paragraph was saying. This assignment took a long time to complete and I must have read through it about five times to understand what it was saying. Even though I did want to learn a lot and understand what Washington's *Farewell* said, reading through it so many times was very time consuming and somewhat tedious.

All in all I enjoyed the assignment. In the end I felt like all the time I took to work on this assignment was time well spent. I learned lots of new things about George Washington that I never knew before and I was able to work on understanding documents written during that time.

— Rachel Ibarra, Eighth Grade,
Morey Middle School, Denver, Colorado

8. Upon completing the questions, divide the class up into six groups and assign each group question B, C, or D. Instruct students to come up with a group answer to the assigned question. (Allow students some time to discuss their responses.) After the group is finished, ask those groups working on B to post their response on one wall, C on another wall, and D on yet another wall.
9. Instruct the B groups to read and critique the C responses, C groups to evaluate the D responses, and D groups to assess the B responses. Repeat this step until all groups have written a response to one question and critiqued two different questions.
10. Debrief the class by reviewing responses posted on the wall and in their own papers.
11. End the lesson by first explaining how Washington's *Address* was received by the public and second, by asking the class whether it believes the *Address* transcends time and speaks to the present.

Cross-curricular Connections

George Washington's *Farewell Address* fits squarely in a class on American History. The applicability of this lesson, nevertheless, can extend beyond this conventional course. With some modification, this lesson can be utilized in most World History courses, particularly when addressing the thematic issue of foreign relations. China and Japan, for example, once energetically pursued a foreign policy based on isolationism. Cross comparisons could be made to determine the conditions under which such a policy might be deemed conducive and/or detrimental to national interests. In addition, instructors for political science and contem-

porary issues courses might find this lesson helpful when focusing on such topics as the formation of republican governments and the role of party politics and interest groups in public life. Indeed, Washington's words can shed light on the current efforts underway in the establishment of new Afghanistan and Iraqi governments and the Republican-lead redistricting proposals in both Texas and Colorado. Finally, students in argumentation and debate and English classes can analyze the rhetorical features and arguments in Washington's text and generate a text-based evaluation of his persuasive endeavor.

Student Reactions

In social studies we did a lesson on Washington's Presidency. Overall, I had a moderately easy time doing this lesson, but that doesn't mean it was all easy. Taking notes on the lesson was one of the easier aspects of the lesson, but reading the text was somewhat difficult. After we took notes on the lesson and read Washington's *Farewell Address*, we had to answer three questions. Answering the questions was the most difficult part of the lesson for me.

When we began the lesson, our teacher put up notes on a projector and elaborated a great deal on them as we went. Taking notes during this section of the lesson was not hard, all I had to do was listen and write down the main ideas. Even though hearing the lesson was a great learning aid, I feel that taking notes on the main ideas really helped me grasp the concepts that were presented.

After we had the oral presentation and took notes, copies of Washington's *Farewell Address* were passed out. I read the document, understood what it was about, but did not grasp the overall ideas presented in the document. When we were done reading the paper, the teacher elaborated on the document by explaining what some common concepts that were found in it were, by making connections to Washington's life, and most by explaining some smaller subjects concealed inside of this document.

The last thing we had to do for this lesson was to answer three questions concerning Washington's *Farewell Address*. Answering the questions was the hardest part of the lesson for me. The questions were somewhat difficult to begin with, but I believe they were especially hard for me because they were what brought the whole lesson together. By having these questions at the end of the lesson, my mind brought together everything I learned and sealed it in.

Overall, I had a moderately easy time doing this lesson. Even though the questions were difficult, I found them extremely helpful in the long run.

— *Tristan McKay, Eighth Grade,
Morey Middle School, Denver Colorado*

Assessment

Review of each student's individual response to the assigned questions; review of each group's answer to the guiding questions; classroom debriefing discussion.

Lesson Review

Overall, the lesson was well received by the class. Students came away with a better understanding of the issues Washington faced during his presidency and some of his motives for leaving office after his second term. The debriefing played a critical role in helping students realize how the very act of resignation can serve as an argument that Washington was anything but monarchical. At first glance, most students were not quite sure if Washington addressed this topic. However, when I explained to students how a speech act could communicate additional meaning beyond the literal statement, they began to realize how the speech could function as a rejoinder to the monarchical argument. In review, I would recommend presenting this general idea in advance so students would be better prepared to read the *Address* in broader terms. Still, this teachable moment served as a great opportunity to reinforce the lesson of how Washington served as a model of civic virtue and thus, had a profound impact on shaping the Executive Office.

The students were most vocal on the topic of foreign policy, especially in light of the country's current involvement in the Eastern Hemisphere and with its war on terrorism. Students learned why Washington advocated for a policy of neutrality in terms of foreign affairs and were also quick to recognize and debate how Washington's advice might play out in today's foreign affairs climate. In contrast,

students struggled more with Washington's advice on party politics. I believed part of the problem is that because my students do not see themselves as players in the political sphere due to their inability to vote, they had a hard time assessing how party politics shape public policy and in turn, their lives. Life experiences, or the lack there of, seemed to be a limiting factor when it came to addressing this issue in the speech. A few students whose parents are active politically were able to address this aspect of the assignment competently.

Finally, the single and largest challenge that students had with this assignment is reading the actual text. I cautioned students that some might find Washington's *Address* difficult to read due to both its style and vernacular. Sure enough, this was the most common complaint about the lesson. Still, I am inclined to continue to have students read the entire text. A challenge working with some older, primary texts is that the language can be difficult to comprehend. Nonetheless, with time and practice, I have found that students eventually become accustomed to the language. Furthermore, reading the *Farewell Address* requires patience and diligence, which are key attributes that students need to develop if they hope to become skilled researchers. Finally, there is nothing more rewarding than reading the actual words of our first President and coming away with an appreciation of their importance for the time they were written and for the relevancy that they carry today. This will not happen unless students work with the primary source in question.

3. Winning Entry for the Category “State and Federal Power”:

Lori Maynard, 7th grade teacher,
Fruitvale Junior High School, Bakersfield, California.
Lesson for grades 7–10.

“Jim Crow Must Go!” The Civil Rights Act of 1964

The document I chose for this lesson was the Civil Rights Act of 1964. I teach seventh grade history and I have found that many students are unaware of segregation and the effects it had on our nation. Therefore, this competition created the perfect opportunity to do something about it. The document fits into the theme of “State and Federal Power.” It offers an excellent example of an instance in which the federal government overturned state laws that were unfair, immoral, unjust and unconstitutional. Moreover, the lesson examines the rights and the responsibilities of African-Americans and the nation during the Civil Rights Movement.

Our Documents Used

(Document facsimiles and transcriptions available at www.ourdocuments.gov)

- Document 2, Declaration of Independence, 1776
- Document 43, Fourteenth Amendment, 1868
- Document 97, Civil Rights Act of 1964
- Document 100, Voting Rights Act of 1965

Historical Background

Jim Crow laws were created to deny African-Americans the right to vote (literacy tests, poll taxes) and to separate whites and African-Americans in a variety of ways. They included state laws requiring separate schools, drinking fountains, swimming pools and restrooms, and laws preventing African-Americans from entering white businesses and restaurants.

De jure segregation is defined as segregation imposed by law. It consisted of laws mandating the separation of the black and white races. Such laws existed in the South before 1964.

De facto segregation is defined as segregation “in fact.” This kind of segregation occurred in practice, but was not imposed by law. For example, separation of the black and white races was maintained by the fact that

blacks could not afford to live in white housing developments, or because whites would not sell their homes to them, or because banks would only make home loans to them if they bought homes in certain areas.

The Civil Rights Act of 1964 ended legal segregation, but the Voting Rights Act of 1965 was also required before many African-Americans could exercise their right to vote.

Teaching Activities

Please look at the worksheets, overheads and documents before you read this section. (See pages 61-68.)

DAY ONE. The students are to copy the definitions of *de jure* and *de facto* segregation given to them by the teacher into their history journals and have a teacher-guided discussion about these issues. The teacher is to display the Declaration of Independence overhead and ask a student to read it to the class. Next, the teacher is to ask the question: “Did Thomas Jefferson mean that all men were created equal, or only that white people were created equal?”

After this discussion is over, the teacher is to display “Legal Rights vs. Actual Rights”

on an overhead and discuss this with the class.

Next, the teacher displays the “Civil Rights Pictures PowerPoint,” using the teacher information sheet to describe the pictures to the students. (See outline of images I used on page 61.) The teacher will ask the students the questions on this sheet and instruct them to write their answers in the appropriate boxes on the Civil Rights pictures worksheet: “What Story Does the Picture Tell?” (See page 62.)

DAY TWO. The teacher is to choose two students to read the reverse side of the “Thoughts of Civil Rights” worksheet aloud to the class. (See page 63.) Next, the students are to listen to Martin Luther King, Jr.’s “I Have A Dream” speech and John F. Kennedy’s nationally televised civil rights speech of June 11, 1963. While the students are listening to these speeches, they are to fill the “heads” of Martin Luther King Jr.

and John F. Kennedy with notes about what each leader thought about the Civil Rights Movement.

After the students have completed this activity the teacher may want to have them listen to the civil rights songs “Oh Freedom” and “Which Side Are You On?” They are to follow along with the words as the songs are played. This music is listed in the bibliography section of this lesson. The teacher is to explain that these songs helped inspire the non-violent protesters during the Civil Rights Movement, and were sung in church or during protests. An excellent film to show which effectively ties these songs with the movement is Disney’s *Selma, Lord, Selma*. After listening to the music, the teacher will engage the students in discussions by asking questions such as, “What does this song mean?” and “How does this song make you feel?”

DAY THREE. The students are to copy the “The Civil Rights Movement Idea Wheel” into their history journals. (See page 64.) They are to work in groups of four to make a mural out of the idea wheel. It works best for the students to move their desks into squares of four each, and for the teacher to have cut the mural to fit the desks ahead of time. The teacher will then hand out the documents that the students are to analyze for the mural. Each group should have its documents organized on a clipboard. Local news articles can be easily found in your county’s library, or the news articles and documents that are provided may be used. I used articles from my local newspaper to relate the lesson to local circumstances. (See the *Bakersfield Californian* pictured at left.) A map of the United States should also be provided for the students to use; this will enable them to find where the protests occurred. Next, the students are to read the documents as a group



and decide what pictures and information should go in each category of the idea wheel. The students must provide a minimum of three descriptive sentences and three pictures for each section of the idea wheel. At this time the teacher is to pass around the printed copies of the Declaration of Independence, The Fourteenth Amendment, and the Civil Rights Act of 1964. These documents can be printed from the *Our Documents* website and are to be included in the making of the idea wheel. Each group is to read these documents.

DAY FOUR. The students are to finish their murals and each group is to present its mural to the class. Each group must explain why it chose the pictures and the descriptions for each section of their idea wheel. Each member of the group is to explain one section of the wheel, so everyone has a chance to speak. Moreover, the group is to answer the question: “Why was the Civil Rights Act of 1964 important?”

Cross-Curricular Connections

This lesson would be ideal for an American history class, although I teach it in my world history class. We study Africa in the seventh grade in California and when I finished this unit, I added in the study of the Civil Rights Act of 1964. This lesson would also be a useful addition to a leadership or peer counseling class. Even though Jim Crow laws are gone today, our nation as a whole still needs to learn about prejudice and the problems it produces in society. There is still much work to be done, and learning about these issues at a young age makes prejudice less likely in future generations.

Lesson Success

This lesson had quite an impact on my students. The reaction to the PowerPoint Presentation was not what I had expected. Many students were sad when they saw the pictures. Even though they had heard of segregation, they had not seen pictures of it or understood the hopelessness of the situation. Quite frankly, it is hard for children to comprehend that kind of hate. Even for an adult, looking back at that moment in history, it is hard to understand. Yet it is a lesson that must be learned so that it cannot happen again. Also, by analyzing the documents and listening to the sounds of the past it becomes possible to understand the situation of prejudice among people today. According to a 2001 poll by the Gallup Organization, 71 percent of blacks “think that they are not treated very well in U.S. society.”¹

On the other hand, the students really liked listening to Martin Luther King, Jr.’s “I Have a Dream” speech and John F. Kennedy’s nationally televised civil rights address. Although all of my students had heard of Dr. King’s speech, I believe only a few had ever actually listened to

Student Reactions

■ recommend this to many teachers around the world to make your schools better and the people in it nicer. So learn, not to judge people by their color but by the content of their character.

*Sarah Williams, Seventh Grade,
Fruitvale Junior High School, Bakersfield, California*

■ think other kids should take this lesson because then they’d know what the blacks have gone through and hopefully grow up to love everyone for who they are and not the color of your skin.

*Melody Bayert, Seventh Grade,
Fruitvale Junior High School, Bakersfield, California*

it. They were awestruck and very moved by it. President Kennedy's words had a similar effect, especially when he asked Americans, "Who among us would be content to have the color of his skin changed and stand in his place?"

My favorite part of the lesson was the inclusion of local history. My students learned history from reading 1964 issues of their own local newspaper, the *Bakersfield Californian*. I had a great time finding the news articles on microfilm in my local library. I thought it would be hard to find articles about the Civil Rights Act of 1964 and the changes that took place after it, but it was easy. There were actually so many that it was hard to choose which ones to include!

Student Reactions

I think this plan was great and I think it would be important for others to learn. Sure, we all cover segregation in elementary school but it was made so that it didn't look like things were so bad. This was the "real deal." We as seventh graders got exposure to the real world. The way this all was presented made us want to keep exploring and learn more. We got to do fun projects such as coloring murals while looking at articles from the *Bakersfield Californian*. We listened to "I Have a Dream" from Martin Luther King and a speech from the President. We saw several pictures and watched an interesting movie. I hope other students can have the privilege of learning with this lesson plan.

*Brittany Hess, Seventh Grade,
Fruitvale Junior High School, Bakersfield, California*

Indeed, the best moment of the lesson was when I gave a student who was "always doing what he is not supposed to be doing" the Declaration of Independence. He actually read it and was interested in it! This led to another fascinating discovery: none of my students had ever seen the Declaration of Independence, and all of them studied it quite deliberately when they had it in their hands. I believe this document has a special meaning to all citizens in these insecure times we are living in today. A question that was frequently asked was, "Is this really it?"

The students enjoyed the Civil Rights songs. They wanted to hear more songs, and hear them again and again. They even sang along. This also proved an appropriate time to explain what an "Uncle Tom" was. I followed up the songs with the movie *Selma, Lord, Selma*, which gave the students an opportunity to see how the songs were incorporated into the Civil Rights struggle.

I included a picture of Lyndon B. Johnson signing the Civil Rights Act of 1964 in the documents the groups were analyzing. I did this so that the students could see the President signing the bill while looking at the text of the law itself.

The study of history by primary documents is an excellent teaching tool. I believe that students learn more by analyzing the actual documents of the past—better than any history book could ever teach. These 100 documents are a sacred part of our history as Americans. I did not realize how truly special they were until I shared them with my seventh-graders.

¹ "Race Relations Today," *Junior Scholastic*, 10 January 2003/Vol. 105, no. 10:11.

The following pictures were shown by PowerPoint presentation to students as part of this lesson. The teacher should ask the students the questions on the pictures' list and instruct them to write their answers in the appropriate boxes on the Civil Rights pictures worksheet that follows.

1. Colored and white drinking fountains — 1940.
This picture was taken in front of a tobacco warehouse in Lumberton, North Carolina. It is from the book *Remembering Jim Crow*, edited by William H. Chafe et al.
 1. What is happening in this picture?
 2. Why are there two separate drinking fountains?
 3. How old do you think this picture is?

2. Segregated movie theater — 1939.
This picture was taken in Leland, Mississippi. It is from the book *Remembering Jim Crow*, edited by William H. Chafe et al.
 1. Describe this picture.
 2. Why does the painting on the building say "for colored people?" And what does that mean?
 3. Of what race are the actors in film playing at the Rex Theatre? Do you think the same films were shown at the white theatres in town?

3. Law officers — 1962.
These law officers are organizing to prevent James Meredith from entering the University of Mississippi ("Ole Miss"), an all-white university. Governor Ross Barnett tried to stop James Meredith from entering the University of Mississippi. On September 30, 1962, federal marshals guarded Meredith as he attended the University. White riots erupted (there were approximately 3000 protesters), and more than 23,000 American troops had to restore order. Two people were killed and 160 injured. James Meredith graduated in 1963. This picture is from the website <http://www.life.com/Life/blackhistory/p11.html>
 1. What is happening in the picture? Are the people in the picture, happy or sad?
 2. What are the men preparing to do? And what items are in their hands?
 3. How does this picture make you feel?

4. Police dog attacks man — 1963
This picture was taken in Birmingham, Alabama. Police commissioner Eugene "Bull" Conner used police dogs to attack peaceful civil rights demonstrators. Pictures like this and others from Birmingham angered the general public and President Kennedy. These pictures helped the Civil Rights Movement gain support.
George Wallace, governor of Alabama, was a segregationist. Wallace attempted to block the enrollment of two black students in the University of Alabama in 1963. This defied federal law and put Wallace in the national spotlight. Later in life his views on segregation changed.
This picture is from the book *King: The Photobiography of Martin Luther King, Jr.* by Charles Johnson and Bob Adelman.
 1. What is happening in this picture?
 2. Why do the policemen have dogs?
 3. Why would policemen do something like this?

5. Lunch counter sit-in — 1963.
This picture was taken in Jackson, Mississippi at a lunch counter sit-in. This sit-in sparked demonstrations.
John Lewis, a civil rights activist who took part in a sit-in in Nashville, Tennessee, explained what happened:
A group of young white men came in and they started pulling and beating primarily the young women. They put lighted cigarettes down their backs, in their hair, and they were really beating people. In a short time police officials came in and placed all of us under arrest, and not a single member of the white group, the people that were opposing our sit-in, was arrested.¹
This picture is from the book *Parting the Waters: American In The King Years 1954-1963* by Taylor Branch.
 1. What is happening in this picture?
 2. Why are those people sitting at the counter?
 3. Why are the white people pouring things on them?

6. March on Washington — 1963.
This picture was taken at the March on Washington. The March was a mass gathering calling for equal opportunity and passage of civil rights legislation. An estimated quarter of a million people attended. This picture is from the book *Walking with the Wind* by John Lewis with Michael D'Orso.
 1. What is happening in this picture?
 2. Do you recognize anyone in the picture?
 3. Why are these people marching?

6. The Fox Theatre — 2002 (local history)
This is a current picture of the Fox Theatre in Bakersfield, CA. Recently restored, it was originally opened on Christmas day, 1930. For many years the theater was segregated, with African-Americans and "Okies" (Dust Bowl migrants) required to sit in the balcony only.

Special note: Educators may choose to fill this section with a historical picture relating to segregation in their own community's past.

 1. Describe this picture. Why do you think it is included with the other pictures?
 2. Have you been to this theater?
 3. Why do the think African-Americans and "Okies" had to sit in the balcony?

² Gary B. Nash et al., *The American People*, 4th ed. Vol. II (New York: Addison Wesley Longman, 1998), 1033

Civil Rights Pictures

What story does the picture tell?

Drinking Fountains

Movie Theater

Law Offices

Police Dog attacks Man

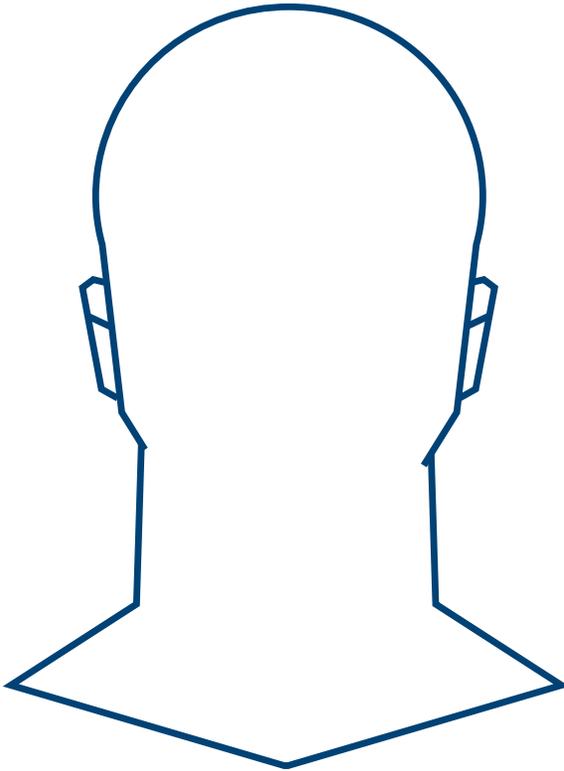
Lunch Counter sit-in

March on Washington

The Fox Theatre

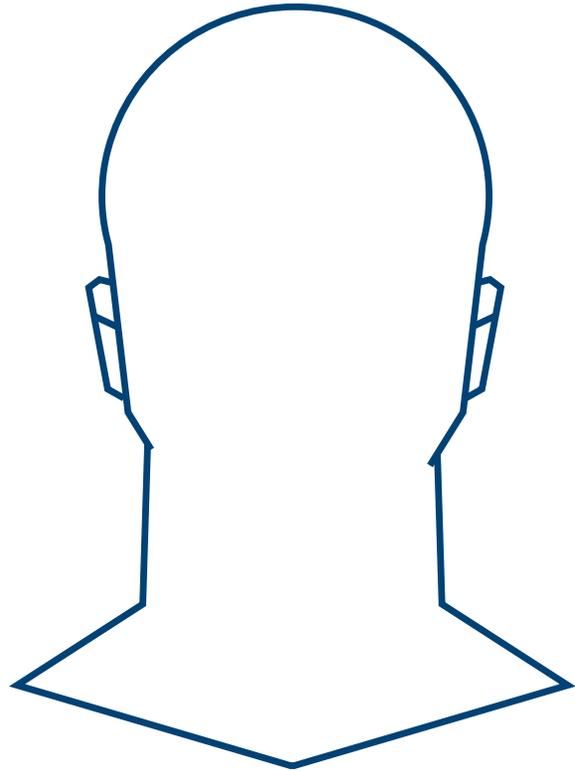
Thoughts of Civil Rights

Instructions: After listening to President F. Kennedy's nationally televised speech about civil rights in June 1963 and Martin Luther King, Jr.'s "I Have a Dream" speech given at the March on Washington in August 1963, fill in the thoughts each speaker had in their heads about civil rights.



Martin Luther King, Jr.
January 15, 1929 – April 4, 1968

Martin Luther King, Jr. was a clergyman and Nobel Prize winner. He was one of the principle leaders of the Civil Rights Movement. He encouraged nonviolent protest to achieve rights for African-Americans. He was assassinated in 1968 by a sniper. In 1969, James Earl Ray pleaded guilty to the murder of King.



John Fitzgerald Kennedy
May 29, 1917 – November 22, 1963

Kennedy became President of the United States in 1961. Some of the problems he faced as President were the Cold War with the Soviet Union and its allies, the issue of segregation in the South, and unemployment. He called the African-Americans' demands for equal rights a "moral issue," and called for legislation providing equal rights for all.

Kennedy sent Congress a civil rights bill; due to strong white southern resistance the bill was not passed before Kennedy was assassinated in 1963 by a sniper. Lee Harvey Oswald was the accused killer.

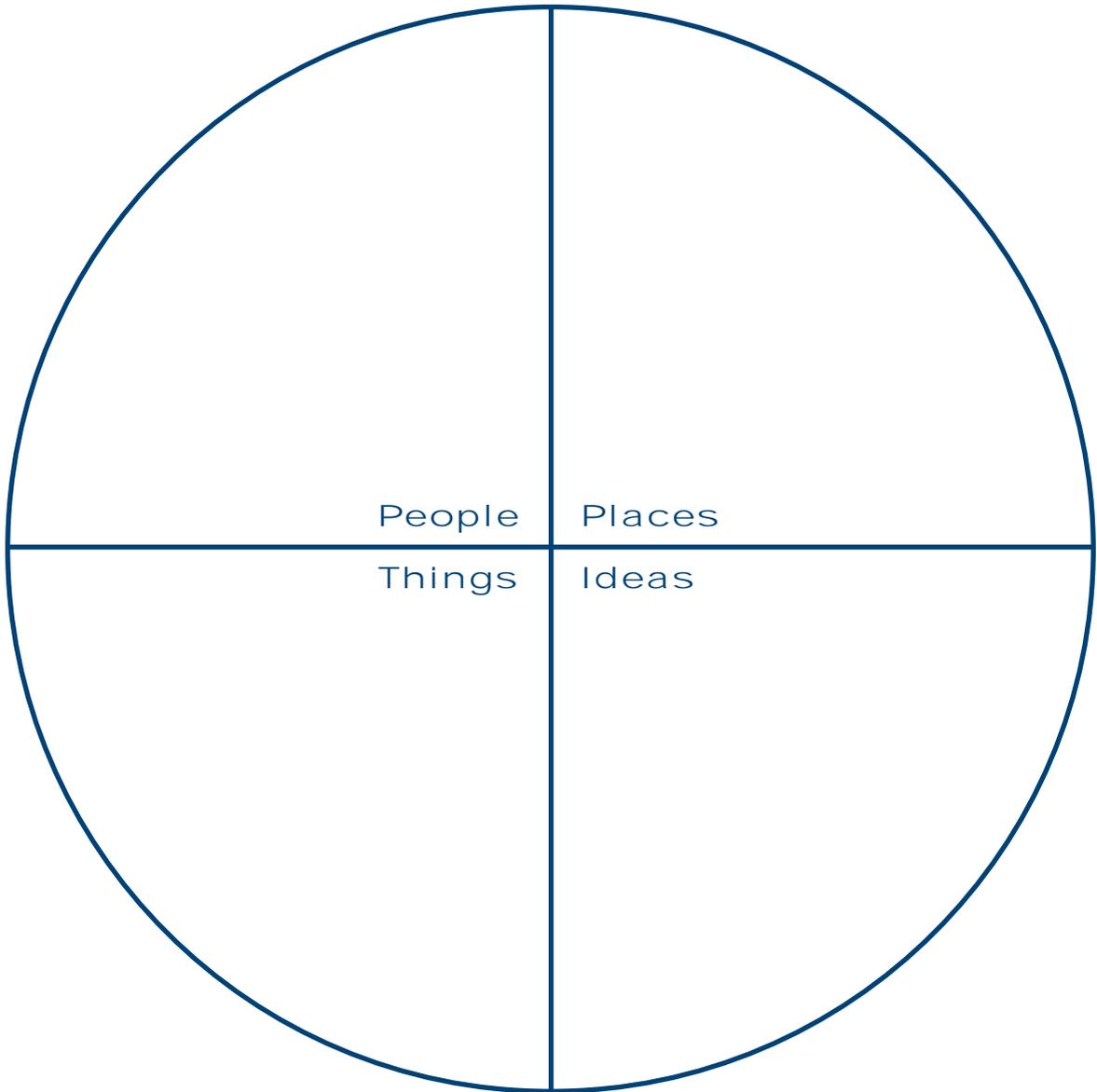
After the assassination, President Johnson urged Congress to pass the bill, "No memorial oration or eulogy could more eloquently honor President Kennedy's memory than the earliest possible passage of the civil rights bill..."

Passed the following June, the Civil Rights Act of 1964 outlawed racial discrimination in all public accommodations and it gave the Justice Department more power to act in school and voting matters, among other things.



Why

was the Civil Rights Act of 1964 important?



The 14th Amendment

Go to www.ourdocuments.gov for facsimile and transcription.

No. 14

1868

No. 14

...of the United States, at the first session, began and read at the City of Washington, in the Senate Chamber, on Monday the tenth day of December one thousand eight hundred and sixty eight.

Joint Resolution proposing an amendment to the Constitution of the United States.

As it passed by the Senate and House of Representatives of the United States of America in Congress assembled, (two thirds of both Houses concurring) That the following article is proposed to the Legislatures of the several States as an amendment to the Constitution of the United States which when ratified by three fourths of said Legislatures, shall be valid as part of the Constitution, to-wit:

Article XIV.

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed, but when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the Executive and Judiciary of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such voters bears to the whole number of males of such age in such State.

U. S. Secretary of State

Secretary of the Senate

Secretary of the House

PUBLIC LAW 89-110

S. 1564

Eighty-ninth Congress of the United States of America

AT THE FIRST SESSION

Began and held at the City of Washington on Monday, the fourth day of January, one thousand nine hundred and sixty-five

An Act

To enforce the Fifteenth amendment to the Constitution of the United States, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act shall be known as the "Voting Rights Act of 1965".

Sec. 1. No voting qualification or prerequisite to voting or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color.

Sec. 2. (a) Whenever the Attorney General institutes a proceeding under any statute to enforce the protection of the Fifteenth amendment in any State or political subdivision, the court shall appoint the appointment of Federal examiners by the United States Civil Service Commission in accordance with section 4 to serve for such period of time and for such political subdivisions as the court shall determine is appropriate to enforce the protection of the Fifteenth amendment. (1) as part of any interlocutory order if the court determines that the appointment of such examiners is necessary to enforce such protection or (2) as part of any final judgment if the court finds that violations of the Fifteenth amendment justifying equitable relief have occurred in such State or subdivision: Provided, That the court need not enforce the appointment of examiners if any incidents of denial or abridgment of the right to vote on account of race or color (1) have been few in number and have been promptly and effectively corrected by State or local action, (2) the continuing effect of such incidents has been eliminated, and (3) there is no reasonable probability of their recurrence in the future.

(b) If in a proceeding instituted by the Attorney General under any statute to enforce the protection of the Fifteenth amendment in any State or political subdivision the court finds that a suit or device has been used for the purpose or with the effect of denying or abridging the right of any citizen of the United States to vote on account of race or color:

(1) If any such suit or device has been used for the purpose or with the effect of denying or abridging the right of any citizen of the United States to vote on account of race or color, the court shall, in addition to any other relief to which it may be entitled, order the defendant to pay the costs of the proceeding and to pay the reasonable attorney's fees of the complainant.

S. 1564-11

Sec. 17. Nothing in this Act shall be construed to deny, impair, or otherwise adversely affect the right to vote of any person registered to vote under the law of any State or political subdivision.

Sec. 18. There are hereby authorized to be appropriated such sums as are necessary to carry out the provisions of this Act.

Sec. 19. If any provision of this Act or the application thereof to any person or circumstance is held invalid, the application of the Act and the application of the provision to other persons not similarly situated or to other circumstances shall not be affected thereby.

John W. McCormack
Speaker of the House of Representatives

Hubert H. Humphrey
Vice President of the United States and
President of the Senate

APPROVED

AUG - 6 1965

Lyndon B. Johnson

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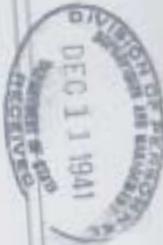
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[PUBLIC LAW 331]
[CHAPTER 564]

S. J. Res. 119



Seventy-seventh Congress of the United States of America;
At the First Session

Began and held at the City of Washington on Friday, the third day of January, one thousand nine hundred and forty-one

RESOLUTION

1917 *continued*
Joint Address to Congress Leading to a Declaration of War Against Germany—
Following German U-boat attacks on American ships and the appearance of the Zimmermann telegram, President Woodrow Wilson delivers this address to a joint session of Congress on April 2, calling for a declaration of war against Germany. With Congressional approval, the United States officially enters World War I.



1918
President Woodrow Wilson's 14 Points—
Hoping to provide a framework for worldwide peace following World War I, Woodrow Wilson presents Congress with a set of goals, called his 14 Points, on Jan. 8. Eight of the points deal with allowing emerging nations to pursue self-determination. Another seeks to solve disputes between colonized nations and European colonizers, while the remaining five offer a vision of freer trade, reduced numbers of arms, open treaty negotiation, and an organization for resolving international conflicts peacefully.

1920
19th Amendment to the U.S. Constitution: Women's Right to Vote—
After several decades of effort by women suffragists, this amendment is ratified on Aug. 18, specifying that "the right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex."

1928
Boulder Canyon Project Act—
This act authorizes the construction of the Hoover Dam on the Colorado River and the All-American Canal to the Imperial Valley in California. Its purpose is to create a dam that will control flooding and produce a reliable source of water in the region.

VOTES FOR WOMEN

termination, all of the
by the Congress of the United States.

Charles McNary
Speaker of the House of Representatives.

Charles McNary
Vice President of the United States and
President of the Senate.

Approved
December 11 1941 3:05 p.m. E.S.T.

Franklin D. Roosevelt



Unemployed insured workers registering for jobs and filing Social Security benefit claims.

**1933
Tennessee Valley
Authority Act—**

This act of May 18 creates the Tennessee Valley Authority, which will oversee the construction of dams to control flooding, improve navigation, and create affordable electric power in the Tennessee Valley basin.

**National Industrial
Recovery Act—**

This act of June 16 creates a National Recovery Administration, which will supervise fair trade codes and guarantee laborers a right to collective bargaining with employers.

**1935
National Labor Relations Act—**

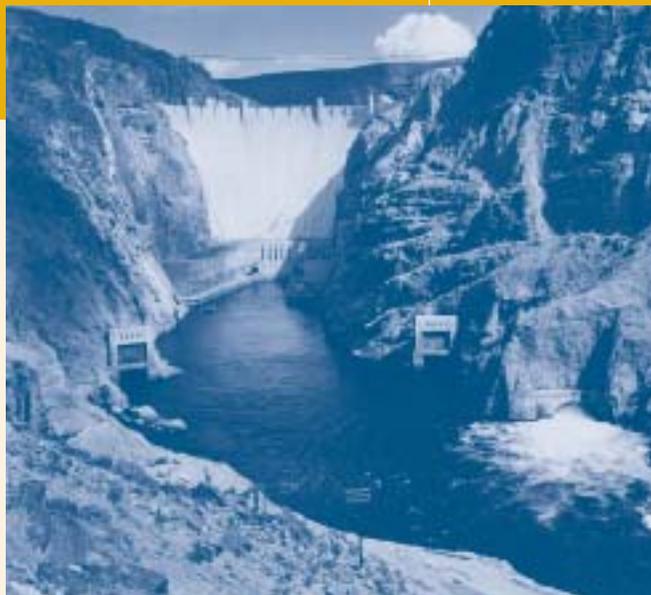
Also known as the Wagner Act, this bill is signed into law by President Franklin Roosevelt on July 5. It establishes the National Labor Relations Board and addresses relations between unions and employers in the private sector.

Social Security Act—

This act of Aug. 14 establishes a system of old-age benefits for workers, benefits for victims of industrial accidents, unemployment insurance, aid for dependent mothers and children, the blind, and the physically handicapped.

**1936
President Franklin Roosevelt's Radio
Address Unveiling Second Half of the
New Deal—**

Upon entering office in 1933, President Franklin Roosevelt enacts a series of measures commonly referred to as the First New Deal to end the nation's economic depression. The First New Deal is not successful in pulling the nation out of its depression. In this radio address, President Roosevelt responds to critics of his early measures by announcing a second set of measures, which are known as the Second New Deal. These include a series of new relief programs, such as the Works Progress Administration.



Boulder Dam, 1941