

Placing Civil Rights in Time and Place

by Kameron Schaefer

Subject(s): U.S. History, Geography

Key Words: Civil Rights, Martin Luther King Jr., Civil Rights Movement, Freedom Riders, Civil Rights Act, Segregation

Time Allotted: Two to three 45-minute class periods

Lesson Overview	Students will explore the spatial trends of the Civil Rights Movement, including events and people leading up to, during, and since the movement.
Compelling Question	How did the Civil Rights Movement change the United States?
Supporting Questions	<ul style="list-style-type: none">• When did the Civil Rights Movement begin? Has it ended?• What events characterized the Civil Rights Movement?• What are the enduring influences and consequences of the Civil Rights Movement?
Learning Objectives	Student will be able to: <ul style="list-style-type: none">• Identify and explain racial prejudices that led to Civil Rights Movement of the 1950s and 60s.• Identify and explain the main events and people involved in the Civil Rights Movement of the 1950s and 60s.• Identify and explain current trends in civil rights.• Analyze primary sources, including legislation, and their impact across space and time in the U.S.
C3 Standards & Practices	<ul style="list-style-type: none">• D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.• D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.• D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.• D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.• D2.His.2.9-12. Analyze change and continuity in historical eras.
Materials/ Resources (Short Link to story map: https://arcg.is/STuqr . <ul style="list-style-type: none">• Student Guide• Student Guide -Key• Computer for each student
Modifications/ Extensions	Story map and student guide can be completed individually, in pairs or small groups, or as a whole class. Portions or all of the activity can be completed in class or as homework. Many extension activities can be added to focus on any particular events or people as desired. A good extension is studying current events and comparing them to historical civil rights issues and events.

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The Civil Rights Movement typically refers to the decades of the 1950s and 1960s in United States history. However, many events, people, and organizations have influenced civil rights issues and legislation before and since this period. This story map attempts to provide students with a context for the Civil Rights Movement while exposing them to some racial injustices prior to the movement. These include the topics of Jim Crow, Pullman Railroad workers, Great Migration, and restrictive covenants.

The second main focus of the story map is the Civil Rights Movement itself. Students will explore several map tours that highlight people, events, and organizations instrumental in bringing about legislation for equal rights during the 1950s-1960s. People of interest include Rosa Parks, Martin Luther King Jr, the Little Rock Nine, Medgar Evers, Thurgood Marshall, and Malcolm X. Events of interest include the Freedom Rides, Sit-ins, March on Washington, Montgomery Bus Boycotts, Brown vs. Board of Education, Civil Rights Act of 1964 and Voting Rights Act of 1965. Organizations of interest include the NAACP, Southern Christian Leadership Conference, CORE, Black Panthers, and KKK.

Finally, the story map concludes with a brief exploration of current civil rights injustices in the United States including issues such as same-sex marriage, Black Lives Matter and #MeToo movements.

Teacher Preparation Instructions

Teachers are encouraged to review all materials and content prior to implementation. This story map activity could be used as a pre-instructional activity to introduce the Civil Rights Movement or a post-instructional activity to review what students have learned in a unit. It could also suffice as a homework assignment in preparation for classroom discussion/Socratic seminar on the Civil Rights Movement.

Instructional Procedures/Process

Option 1:

1. Provide students the student guide and a computer.
2. Help students get to the right webpage and prepare for the activity.
3. Project the story map for the whole class and complete the introduction slide together. Work through the primary source analysis process together as a class “observe, reflect, question.” Help the students through the analysis process by following the teacher tool here (http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf)
4. Progress through the story map as a class and allow students time to complete certain pages on their own. For example, you may want to provide students time for independent exploration of the GIS map section and then come back together as a class to discuss their findings.
5. Review and recap the activity by providing closure with independent reflection or class discussion. Extend the activity with student writing piece.

Option 2:

1. Provide students the student guide and a computer.
2. Help students get to the right webpage and prepare for the activity.
3. Allow students to work independently or in groups to complete the student guide. Assist as necessary.
4. Extend the activity with student writing piece.

Closure:

A student guide is provided and can be edited to meet the needs of specific classes. The reflective writing prompt at the end of the student guide is a good closure activity that requires students to reflect on what they have learned and apply their knowledge to current events in the U.S.