

Placing Civil Rights in Time and Place – Student Guide

Directions: Use this document to guide you through the *Placing Civil Rights in Time and Place* Story Map. Complete the questions and graphic organizers along the way. Link: <https://arcg.is/STuqr>.

Pre-Reading:

What are *civil rights*? Write out your definition (in your own words) here:

Answers will vary, students may share ideas about African Americans, voting rights, etc.

Brainstorm everything you know about the Civil Rights Movement. Write any names, places, or events you know. Jot down whatever comes to mind in the boxes here:

Civil Rights			

Now, analyze the opening photograph. What do you see? Who is in the photo? How are the people dressed? When/where/why do you think this picture was taken? What are the people doing? What do wonder about?

Answers will vary.

1. The Beginning

When did this movement begin? Explore this section to answer the questions below.

1.1 Analyze the image on the main stage by using the observe, reflect, question model. Who is in the image? What are they doing? What emotions do they appear to be experiencing?

Answers will vary.

1.2 Explain how life changed for slaves as a result of the Civil War. How could this change be seen as the beginning of civil rights?

Slaves were granted freedom and citizenship. This granted them basic rights and protections guaranteed by the Constitution.

1.3 Analyze the second image, the lobby of Congress for the Civil Rights Act of 1866. Who is in the picture? What did this legislation provide? Based on this image, what can you predict about the voice African Americans might have in the future?

There are many white lawmakers/lobbyists but one black man visible. All are men. This might indicate that African American voices may not be equally heard in comparison to whites.

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2. The Jim Crow Era

The celebration of emancipation and citizenship was short lived. It soon became apparent that African Americans would not enjoy equal rights as outlined in the legislation of the 1860s.

2.1 Examine the first three pages of the Plessy v. Ferguson court document. What did *Plessy v. Ferguson* require?

Separate but equal public facilities for blacks and whites.

2.2 On the map, click “layers” and turn off all layers except “At least 5 Jim Crow Laws.” Where are most states with Jim Crow laws clustered? Do any states surprise you? Which ones? Why?

Most are clustered in the South. A few surprises may be seen in the Northeast.

2.3 Now, turn on “At least 20 Jim Crow Laws.” What do you notice? Does anything surprise you? Which states had the most Jim Crow laws?

Southern states.

2.4 Turn on “Slave Population Greater than 50%.” This shows counties where slaves made up more than half of the population in 1860. Do you see any relationship between Jim Crow legislation and states that formerly had a majority of slaves? Explain why you think this is.

Yes, there is a direct correlation in the South. There legislation stems from the history of slavery in the region. The North did not practice slavery and thus did not have to deal with the lasting prejudices and impacts in the form of these laws.

2.5 Explore some of the other layers on this map. What layers did you compare? What trends do you see?

Answers will vary.

2.6 Turn off all layers and turn on the “Separate but Equal” layer. Keep in mind that *Plessy v. Ferguson* required that facilities be separate but equal in terms of race. Examine three of these images and complete the chart below.

Image title	My analysis/observation	What I wonder

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3. Local Segregation Laws

In the last section, it appeared that most Jim Crow laws were passed in the South. Though this is true of state law, Northern cities were notorious for passing local laws that required strict neighborhood segregation.

3.1 Why did African Americans leave many southern states in favor for the North? Use the map to explain the Great Migration in your own words.

African Americans left the segregated South in favor of the integrated North.

3.2 What is *white flight*? Turn off all layers except the “Local Segregation” layer. Explore the map and analyze the images to find examples of contrasting living conditions for whites and blacks. What differences do you see?

This term refers to the phenomena of whites leaving urban areas in favor of suburban neighborhoods as blacks moved into northern cities. In the images, whites had far better living conditions.

3.3 What are *racially restrictive covenants*? Analyze the images on the map. What geographic trends do you notice about housing conditions? What do you still have questions about?

These were local laws that prohibited blacks from buying or renting houses in certain neighborhoods. It looks like blacks were limited to low-income inner-city neighborhoods while whites lived in nicer suburban neighborhoods.

3.4 Examine the court documents about restrictive covenants. Why did the Supreme Court change the legality of restrictive covenants?

These covenants were eventually found to be in violation of the equal rights clause of the 14th Amendment.

4. The Early Civil Rights Movement

Over time, and as segregation became more deeply ingrained in American society, some people saw inequalities in the “separate but equal” facilities across the country. A push against these inequalities slowly began to gain traction.

4.1 Review the first primary source on this slide. What is the NAACP? How would you best summarize this letter?

Answers will vary. The NAACP is the National Association for the Advancement of Colored Persons.

4.2 Examine the Pullman Porters cartoon. Why did the porters want to unionize? What differences can you see between the old porter and new porter? What happens to the wages and tips over time?

Working conditions for the porters were declining over time.

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4.3 What was the New Negro Movement? Follow the link and choose a source from the Library of Congress to analyze. Summarize what you learned and explain how your source relates to this movement.

Answers will vary. The movement was a rebirth of African American art and expression, especially in New York City.

5. Civil Rights Map Tour

By the 1950s, the Civil Rights Movement was gaining popularity and people across the country were calling for an end to segregation and the beginning of equal rights for all.

5.1 Complete the chart below as you read about the main events of the Civil Rights Movement. As you read the main events, progress through the map tour to see primary sources about the events and gain an understanding about where each event took place. Reflect on what you see in the third column of the chart.

Answers will vary.

Year	Main Events Summary	Primary Source Reflection
1954		
1955		
1957		
1960		
1961		
1962		

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1963		
1964		
1965		
1968		

6. Civil Rights Since the Movement

The Civil Rights Movement changed everyday life in the United States. But is the struggle for civil rights over?

Pre-reading:

6.1 Based on what you have learned, in what ways has the United States changed since before the Civil Rights Movement of the 1950s-1960s?

Answers will vary. Students should make a connection that life for African Americans improved in a variety of ways due to the Civil Rights Movement.

6.2 How would you now define civil rights? Has your definition changed since the beginning of this activity?

Answers will vary. Students should allude to their original definition from the beginning of the activity.

6.3 Brainstorm: what are some examples of civil rights issues that have taken place in the U.S. since the 1960s?

Answers will vary but may include gay rights, women’s rights, racial issues, housing issues, police issues.

Examine:

6.4 Highlight three of the issues presented to complete the chart below.

Issue	Summary	What I Wonder
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6.5 Prepare for a class discussion on civil rights. Choose one historic and one current issue and explain how they are similar and different. Complete the Venn diagram and jot down some notes in preparation.

Answers will vary

