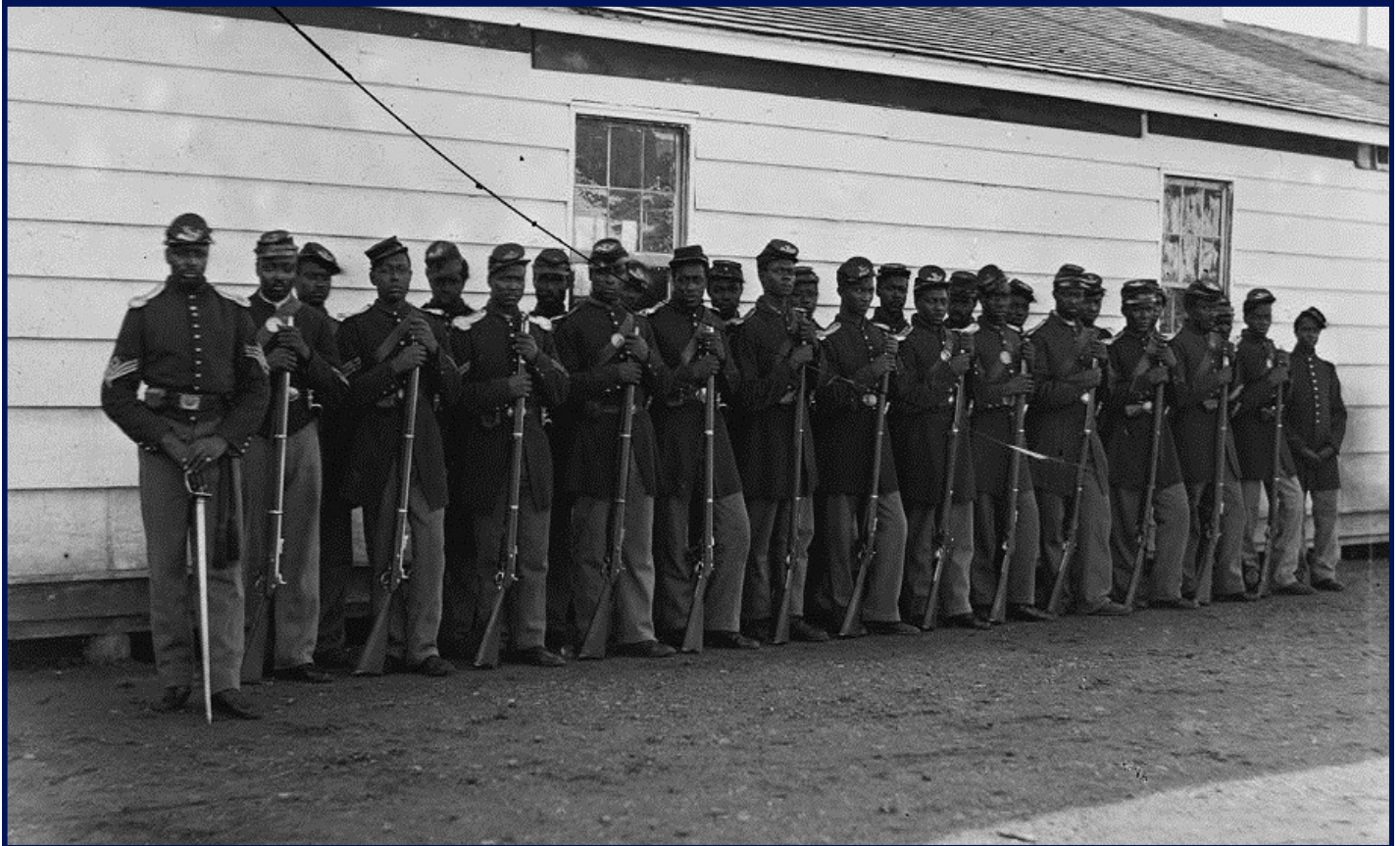


CIVIL WAR TO CIVIL RIGHTS LESSON PLAN UNIT

Grade Level: 8-11

By Burnell K. Irby



4th United States Colored Infantry at Fort Lincoln, Courtesy of the Library of Congress



DURATION: 5 days

MARYLAND STANDARDS OF LEARNING:

#5 History - Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world.

#6 Social Studies Skills and Processes – Students shall use reading, writing and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation by framing and evaluating questions from primary and secondary sources.

OBJECTIVE(S):

What was the level of involvement of Africans in America, both enslaved and free in the Abolition Movement?

Students must be able to read informational text and analyze the level of involvement of Africans in America, both enslaved and free. Students will be required to evaluate the significance of that involvement.

The objective is written in the form of an inquiry. The evaluation of the level of involvement is the goal of this objective.

MATERIALS:

Eyes on the Prize Episode: *The Promised Land* (1967-1968)

Text of Dr. Martin Luther King, Jr. speech *I See the Promised Land*, 4.3.1968

Speech Analysis Worksheet

Photograph Analysis Worksheet (US Archives)

Harpers Weekly Drawing of a Slave Auction in the South (7.13. 1861)

Africans in America: Episodes 1 and 4

#1 The Terrible Transformation (1450-1750)

#4 Judgment Day (1831-1865)

Before the Mayflower by Lerone Bennett, Jr.

From Slavery to Freedom by John Hope Franklin

Hard Road to Freedom by J.O. Horton and L.E. Horton

Encyclopedia of African-American Culture and History ed. J. Salzman, D.L. Smith, C. West

The Negro in American History by Encyclopedia Britannica

The Civil War: A Film by Ken Burns, Episode 1, The Cause, 1861

HISTORIC SITES VISITS:

African American Civil War Memorial and Museum, Smithsonian Institute, Fort Ward Museum, Frederick Douglass House, Fort Washington, Fort Foote or Fort Stevens.

Maryland's Civil War Trails, Mary Sarratt House, Berry Farm, The Underground Railroad, Banneker-Douglas Museum.

Students and their families should visit a minimum of three sites. Students will be required to create a portfolio about their visits. The portfolio should contain 1) brochures about the sites, 2) photographs of the sites and a personal reflection paper about their visits to each site. The portfolio is due before the start of the new unit.

PROCEDURAL ACTIVITIES**DAY 1:**

Assignment 1 Have students respond in writing to the topic Civil War to Civil Rights with I wonder, I think, I predict. The purpose of this activity is to get a sense of what students know about this topic. The activity will be compared to a closing reflection activity at the end of the unit to gauge growth about the topic over the course of the unit. At the end of the activity have students write down the name of one person they think of when civil rights are discussed.

Note: Most will probably say Dr. Martin Luther King.

Assignment 2 Use the remainder of the class period to have students discuss and share their historic site visit portfolios. Discuss any connection to the topic Civil War to Civil Rights. Homework for the unit will be to collect and summarize any news articles about civil rights. Articles will be due on close out day for this objective.

DAY 2:

Assignment 1: After tallying the name of persons they associate most with civil rights, most likely Dr. King, give students an article about the dedication of the King Memorial or a photograph of the statue. Discuss the meaning of the memorial with them.

Assignment 2: Distribute to the class a copy of Dr. King's last speech "I See The Promised Land" (4.3.1968). Next, view the speech, Eyes On The Prize: The Promised Land (1967-1968), exclude the assassination.

Assignment 3: Draw their attention to the 5th paragraph of the second sentence in the speech. In this sentence, Dr. King evoked 1863, Abraham Lincoln and the Emancipation Proclamation. Why? At this point, write 1863, Abraham Lincoln and Emancipation Proclamation on the board and have students brainstorm each as a separate topic. Move the discussion to the importance of the Emancipation Proclamation. What did it mean? Did it end slavery? What was slavery like? Can they form a mental picture of it?

Assignment 4: At this point, issue a Harper's Weekly sketch of a slave auction on July 13, 1861 in Montgomery, Alabama. Have students analyze and discuss how it makes them feel. Then, show them Africans in America Episode 4: Judgment Day segment called The Weeping Time. Why was it called The Weeping Time? Introduce the terms abolish and Abolition Movement. Discuss the importance of that movement and how large a role did Black people play in that movement?

PROCEDURAL ACTIVITIES CONT.

DAY 3:

Assignment 1: Warm up: Photo analysis of a drawing of Nat Turner and his men planning the revolt. Discuss with students the role the revolt plays in the coming of the Civil War.

Assignment 2: Break students into groups to analyze the Abolition Movement and the role Africans in America played in it.

Group 1: The 1817 declaration in response to efforts to colonize Blacks, and the economic impact of slavery.

Group 2: 1829-1840

Group 3: Black Codes

Group 4: 1841-1850

Group 5: Underground Railroad

Group 6: 1851-1861

Presentations must include: 1 picture of person(s) or events involved, discussion of the role in the Abolition Movement and evaluation of the impact on the movement. Groups will have two days to research and write. Presentations will be made on the 5th day.

Assignment 3: Reflection paper on role of Africans in America during the Abolition Movement.

DURATION: 5 days

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#6 Social Studies Skills and Processes – Students shall use reading, writing and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation by framing and evaluating questions from primary and secondary sources.

OBJECTIVE(S):

How did Africans in America serve during the Civil War and why did they fight?

PROCEDURAL ACTIVITIES

DAY 1:

Assignment 1: Warm up: Photo analysis of Harper’s Weekly print of Black soldiers during a battle fending off dogs. (Photo analysis worksheet).

Assignment 2: Viewing and analysis of 1st segment of the Civil War by Ken Burns called “The Cause.” Class Discussion to follow. Debate the causes of the war as presented in the video. What role do you think slavery played in the start of the war?

DAY 2:

Assignment 3: Group projects: How did Africans in America serve during the Civil War?

Group 1: 1861

Group 2: 1862

Group 3: 1863

Group 4: 1864

Group 5: 1865

Group 6: Lincoln and Douglass

Group presentations will show an evolution of the involvement of Africans in America in the Civil War. Students will also evaluate the impact that Africans in America had on both sides of the conflict. The presentation must also include at least one image of Black Civil War participation. Groups will have two days to research and write with presentations the following day; followed by a reflection paper on the role of Africans in America in the Civil War.

DURATION: 7 days

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OBJECTIVE(S):

How significant a role did African Americans play in the struggle for Civil Rights from the end of the war to Plessy v. Ferguson ?

PROCEDURAL ACTIVITIES

DAY 1:

Assignment 1: Warm up: Photo analysis of Harper’s Weekly cartoon, October 24, 1874, “Worse than Slavery.”

Assignment 2: Analysis of Speech by Frederick Douglass “The Color Line in America.” Use primary source analysis tool from the Library of Congress.

DAY 2:

Group projects: How significant a role did African Americans play in the struggle for Civil Rights from the end of the war to Plessy v. Ferguson?

Group 1 1865-1870

Group 2 1871-1875

Group 3 1876-1880

Group 4 1881-1885

Group 5 1886-1890

Group 6 1891-1896

Students will research and write for three days. Presentations will be held on day 5 and 6.

Write a reflection paper on the post-war struggle for Civil Rights.

CLOSING ACTIVITY

Students will analyze and evaluate the impact of the Civil Rights Movement around the world.

Assignment 1: Give students drawing of a Negro being denied his civil rights by being put off of a train in 1856 in the London Illustrated newspaper. Compare that to the article in the Washington Post on November 16, 2011 – Freedom Riders arrested on the bus to Jerusalem. C lass discussion and reflection to follow.

Assignment 2: Read and discuss news article describing how a Dr. King comic book from the 1950's has helped inspire the Arab Spring. Atlanta News – MLK comic book lands in Egypt's Tahrir Square (2.15.2011)

Class discussion and reflection.

Assignment 3: The class will compare their first reflection paper with the last one.

Lesson Plan Unit Summary

To meet the obligation of Civil War to Civil Rights, out of necessity the discussion had to include the Abolition Movement which was a fight not only to free the enslaved but to gain rights for those that were free but had no rights and were at the mercy of the Black Codes. The Civil War ends slavery, but what of the newly freed people? They joined the rest of the Africans in America in a status of little to no rights. The post war period brought the realization that the fight was a continuation of the struggle that began in the early 1600's.

Students enjoy using artifacts from the 19th century as they found them quite interesting. Students begin to get a sense of what life was like then, and can begin to see themselves in that period of time. They also realize that the struggles we have today are not that different from the ones our ancestors had. In this way, the information begins to come alive for them and they take a personal interest in it. Students did have problems with period handwriting, terminology and long passages so I stayed away from those types of materials. To teach this unit, I used historic places, photographs, drawings and historical documents. The group projects format used an inquiry methodology to reach their conclusions and the groups were done chronologically to show evolution of events. Finally, we used class discussions and reflection papers to encourage critical and historical thinking in all activities.

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