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Unit:	Civil Rights and Liberties/Voting Behavior
Lesson Title:	The Civil Rights Movement in Photographs
Grade Level:	11th grade (government)
Description:	This lesson will require students to analyze primary source photographs from the 1950s and 1960s that show racial discrimination in parts of the United States. From the photos, students will be able to identify the reasons for legislation such as the Civil Rights Act of 1964 and the Voting Rights Act of 1965.
Standards:	People in Societies: A. Analyze how issues may be viewed differently by various cultural groups. 2. Identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce discrimination.
Duration:	1 class period (50 minutes)

Materials and Resources:

All photos and photo summaries were taken from www.American.gov.

America.gov. U.S. Govt. 2 January 2011

Warm-Up:

Students will be asked to answer their bell ring in their notebooks. The bell ring will ask: **Think about what you already know about the Civil Rights Movement of the 1960s. Describe in one detailed paragraph what African Americans experienced when they visited polling places prior to the movement.**

Instructional Strategies:

- Students will be split into four cooperative learning groups. Each group will be given a photo and a set of questions to answer. They will have 10 minutes to view their photo and answer the questions.
- Using the ELMO, students will present their photo and their deductions. During the presentations, all other students will be writing a description of the photo in their notebooks.
- The teacher will also give more facts about each photo after each group has presented.
- After the short presentations and discussion of the photographs, we will document the legislation (Civil Rights Act of 1964 and Voting Rights Act of 1965) in the notebooks.



- Students will be required to complete a formative assessment in the form of an exit question in their notebooks.
 - Think about the photos you just viewed, as well as the laws we just described. In your opinion, why did it take Congress so long to pass legislation banning discrimination?

Extension/Homework:

Students will be asked over the next two days to talk with family members who remember the Civil Rights Movement of the 1960s. They will follow the interview form attached.

Outcomes/Reflection:

In two of my classes, the discussion carried well into the class period. Most students were very interested in the treatment of African Americans (especially the African American students in my classes). However, in my final class of the day, discussion lacked and was mostly initiated by my questions.

In the future, I'm not entirely sure I would do group work again, but instead have students look at the pictures on their own—whether around the room or on the overhead. The reasoning for this change derives from the lack of discussion within the groups. More discussion was had as a whole class.

The pictures themselves worked extremely well, and students were able to identify many reasons why the Civil Rights Act and Voting Rights Act were necessary. The following day we discussed their exit question, and many students hit the nail on the head—the reason no laws were created sooner (or enforced) was, of course, because many people didn't care about the treatment of the former "slave." What students also remembered was the passage of the 15th amendment in 1870. Many commented in their notebooks that the reason the legislation was necessary was because Congress and others didn't enforce the 15th amendment.

*****Photos used in class were much larger and laminated. These are just examples.**



December 1, 1955: Rosa Parks is fingerprinted at a police station after her arrest in Montgomery, AL.



September 4, 1957: nine black students in Little Rock, AR attempt to integrate into a white high school.



July 2, 1964:

LBJ shaking hands with MLK Jr.—both signed the Civil Rights Act of 1964, which banned discrimination in America.



March 7, 1965: Peace march in Selma, AL turned violent—later known as Bloody Sunday.



Describe that photograph!

Photograph #: _____

Date: _____

Group Members: _____

Task 1: Description

1. Describe the people and/or objects that appear in your image (if any).

Task 2: Interpretation

1. When do you believe this photo was taken? What in the photograph allows you to deduce this date or time period?
2. Where do you believe this photo was taken? What in the photograph allows you to deduce this location or region?

Task 3: Analysis

1. What does this image tell you about what was taking place at the time the picture was taken?