

## How did the Civil Rights Movement impact the lives of African Americans?

<b>Content</b>	<p>This instructional task engages students in content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> <li>• 4.1.4<sup>1</sup> Produce clear and coherent writing to:             <ul style="list-style-type: none"> <li>○ compare and contrast past and present viewpoints on a given historical topic</li> <li>○ conduct simple research</li> <li>○ summarize actions/events and explain significance</li> <li>○ differentiate between the 5 regions of the United States</li> </ul> </li> <li>• 4.1.7 Summarize primary resources and explain their historical importance</li> <li>• 4.7.1 Identify and summarize significant changes that have been made to the United States Constitution through the amendment process</li> <li>• 4.8.4 Explain how good citizenship can solve a current issue</li> </ul>
<b>Claims</b>	This instructional task asks students to explain the impact of the Civil Rights Movement on African Americans.
<b>Unit Connection</b>	<p>This instructional task helps students explore and develop claims around the content from unit 6:</p> <ul style="list-style-type: none"> <li>• How can good citizenship solve a current issue? (4.8.4)</li> </ul>

	Formative Performance Task 1	Formative Performance Task 2	Formative Performance Task 3	Formative Performance Task 4
<b>Supporting Questions</b>	How did the 14 <sup>th</sup> Amendment guarantee equal rights to U.S. citizens?	What role did Plessy v. Ferguson and Brown v. Board of Education impact segregation practices?	What impacts did civic leaders and citizens have on desegregation?	How did Civil Rights legislation affect the lives of African Americans?
<b>Tasks</b>	Students will analyze the 14 <sup>th</sup> Amendment to determine how the Constitution defines U.S. citizens and what privileges U.S. citizens are granted.	Students will compare and contrast the impacts that Plessy v. Ferguson and Brown v. Board of Education had on segregation practices.	Students will explore how citizens' and civic leaders' actions led to the end of segregation.	Students will determine the impact of Civil Rights legislation on African Americans.
<b>Featured Sources</b>	<b>Source A:</b> <a href="#">Section 1 of 14<sup>th</sup> Amendment of the Constitution of the United States</a> , Library of Congress	<b>Source B:</b> <a href="#">Plessy v. Ferguson (1896)</a> , PBS <b>Source C:</b> <a href="#">Brown v. Board of Education (1954)</a> , Ourdocuments.gov	<b>Source D:</b> <a href="#">Historic Lunch-Counter Sit-In</a> , Travel Channel <b>Source E:</b> <a href="#">"Montgomery Bus Boycott,"</a> History.com <b>Source F:</b> <a href="#">"The March on Washington for Jobs and Freedom,"</a> PBS	<b>Source G:</b> <a href="#">Civil Rights Act of 1964</a> , History.com <b>Source H:</b> <a href="#">Civil Rights Movement</a> , JFK Library <b>Source I:</b> <a href="#">Voting Rights Act (1965)</a> , Ourdocuments.gov

<b>Summative Performance Task</b>	Using the sources provided, write a well-organized essay which explains your answer to the following question: How did the Civil Rights Movement impact the lives of African Americans?
-----------------------------------	---

<sup>1</sup> This GLE contains multiple parts, which should be taught over the course of several units in grade 4. The GLE requires students to "produce clear and coherent writing." The parts of this GLE addressed in the task are the first and third bullets.

## Formative Performance Task 1

<b>Supporting Question</b>	How did the 14 <sup>th</sup> Amendment guarantee equal rights to U.S. citizens?
<b>Task</b>	Students will analyze the 14 <sup>th</sup> Amendment to determine how the Constitution defines U.S. citizens and what privileges U.S. citizens are granted.
<b>Featured Sources</b>	<b>Source A:</b> Section 1 of <a href="#">14<sup>th</sup> Amendment of the Constitution of the United States</a> , Library of Congress
<b>Content and Claims</b>	Students will analyze the 14 <sup>th</sup> Amendment to determine how it defines U.S. citizens and the privileges granted to them. (4.7.1)

### Featured Sources

**Source A:** Section 1 of [14<sup>th</sup> Amendment of the Constitution of the United States](#), Library of Congress

<p><b>Article xiv.</b></p> <p>Who are citizens of the United States and of the States; their privileges and immunities.</p>	<p style="text-align: center;"><b>ARTICLE XIV.</b></p> <p><b>SEC. 1.</b> 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.</p>
---	--

### Steps

1. Provide students with a copy of the Source A: 14<sup>th</sup> Amendment of the Constitution of the United States. Tell them they are going to analyze the text of the amendment to determine its purpose. Direct students to annotate the amendment and take notes during the task.
2. Read aloud section I of the 14<sup>th</sup> Amendment as students follow along.
3. Ask students to read aloud the amendment quietly with a partner, ensuring that the partners alternate reading aloud each line.
4. Reread aloud the first sentence to the class.
5. Ask students: "Who is this sentence is about?" ["all persons born or naturalized in the United States"] Then ask them what they are doing. ["They are citizen of the United States."] As needed, explain that naturalization is the process of becoming a U.S. citizen if you are not born in the United States.
6. Say to students: "Look at the phrase 'subject to the jurisdiction thereof.' This phrase describes or gives us more information about the subject of this sentence. We've already identified that all persons born or naturalized in the United States are U.S. citizens. What does this phrase tell us about those persons?" ["It is saying that any person who is born or naturalized in the United States and is also under the rules or authority of the United States is considered a U.S. citizen."] As needed, define *jurisdiction* (authority or power to make rules).

7. Reread aloud the first clause of the second sentence, “No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States.”
8. Say to students: “‘To abridge’ means to reduce or take away. Turn to a partner and explain what this sentence means.”
9. Reread aloud the second clause of the second sentence, “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.”
10. Conduct a class discussion. Possible guiding questions include:
  - a. What are states not allowed to do and to whom?
  - b. Who does the 14<sup>th</sup> Amendment define as U.S. citizens?
  - c. What is the purpose of the 14<sup>th</sup> Amendment?
  - d. What does it mean if a U.S. citizen is deprived of the right to vote?
  - e. If a U.S. citizen is sentenced to jail without a trial, have his rights been abridged? Why?
  - f. In your own words, what is this amendment saying?
11. Ask students what rights and privileges the 14<sup>th</sup> Amendment protects for U.S. citizens. Make a class list of those privileges.

### Student Look-Fors

---

1. Students should be able to determine that “subject to” means affected by or under.
2. Students should understand that the 14<sup>th</sup> Amendment does the following:
  - a. Defines a U.S. citizen as a person born in the United States or naturalized
  - b. Says U.S. citizens must follow the rules of the United States
  - c. Protects U.S. citizens from state laws which take away any rights granted by the Federal government
  - d. Gives U.S. citizens the right to life, freedom, own property, due process of the law (before removing any rights), and equal protection of the laws

## Formative Performance Task 2

<b>Supporting Question</b>	What role did Plessy v. Ferguson and Brown v. Board of Education impact segregation practices?
<b>Task</b>	Students will compare and contrast the impacts that Plessy v. Ferguson and Brown v. Board of Education had on segregation practices.
<b>Featured Source</b>	<b>Source B:</b> <a href="#">Plessy v. Ferguson (1896)</a> , PBS <b>Source C:</b> Transcript of Brown v. Board of Education (1954)
<b>Content and Claims</b>	Students will identify common segregation practices and summarize the impact Brown v. Board of Education had those practices.(4.1.7, 4.7.1)

### Featured Source

**Source B:** [Plessy v. Ferguson \(1896\)](#), PBS

**Source C:** Transcript of Brown v. Board of Education (1954)

#### Transcript of Brown v. Board of Education (1954)

SUPREME COURT OF THE UNITED STATES

Brown v. Board of Education, 347 U.S. 483 (1954) (USSC+)

Argued December 9, 1952

Reargued December 8, 1953

Decided May 17, 1954

APPEAL FROM THE UNITED STATES DISTRICT COURT FOR THE DISTRICT OF KANSAS\*

#### Syllabus

Segregation of white and Negro children in the public schools of a State solely on the basis of race, pursuant to state laws permitting or requiring such segregation, denies to Negro children the equal protection of the laws guaranteed by the Fourteenth Amendment -- even though the physical facilities and other "tangible" factors of white and Negro schools may be equal.

- (a) The history of the Fourteenth Amendment is inconclusive as to its intended effect on public education.
- (b) The question presented in these cases must be determined not on the basis of conditions existing when the Fourteenth Amendment was adopted, but in the light of the full development of public education and its present place in American life throughout the Nation.
- (c) Where a State has undertaken to provide an opportunity for an education in its public schools, such an opportunity is a right which must be made available to all on equal terms.
- (d) Segregation of children in public schools solely on the basis of race deprives children of the minority group of equal educational opportunities, even though the physical facilities and other "tangible" factors may be equal.
- (e) The "separate but equal" doctrine adopted in Plessy v. Ferguson, 163 U.S. 537, has no place in the field of public education.
- (f) The cases are restored to the docket for further argument on specified questions relating to the forms of the decrees.

---

## Steps

---

1. Summarize for and/or show students a brief timeline of events from the end of the Civil War and Reconstruction to the Plessy v. Ferguson decision. Include the passage of the 14<sup>th</sup> Amendment and the Civil Rights Act of 1875 and its repeal in 1883. Also, provide an overview of the kinds of discriminatory practices employed, such as literacy tests and poll taxes to exclude African American men from voting and the creation of the Ku Klux Klan. As needed, access information at [http://www.pbs.org/wnet/jimcrow/stories\\_events.html](http://www.pbs.org/wnet/jimcrow/stories_events.html) and <http://americanhistory.si.edu/brown/history/1-segregated/segregated-america.html>.
2. Provide students with a copy of the Evolution of Civil Rights Following the Civil War handout on page 7. Tell students to complete the first column under 14<sup>th</sup> Amendment (1866) based on the knowledge they gained from the previous task.
3. Ask them why the purpose of the 14<sup>th</sup> Amendment was important given their knowledge of what else was happening at the time. Ensure students understand what the 14<sup>th</sup> Amendment was trying to do.
4. Project Source B: Plessy v. Ferguson (1896) and direct students to consider as you read aloud Source B the answer to the question, “How did Plessy v Ferguson encourage segregation?”
5. Read aloud Source B: Plessy v. Ferguson (1896).
6. Conduct a class discussion to share students’ analysis and understanding of the event. Ask them to record their notes during the discussion on the second column under Plessy v. Ferguson (1896). Possible guiding questions include:
  - a. Why was Plessy arrested?
  - b. Why did Plessy’s lawyers argue that the 14<sup>th</sup> amendment was being violated when he was arrested?
  - c. What did the Supreme Court decide?
  - d. How did the Supreme Court’s ruling encourage segregation?
  - e. Where did segregation begin to occur in society as a result of the ruling?
  - f. Do you think the court’s interpretation of the amendment was accurate?
7. Explain to students that the Plessy v. Ferguson decision had many negative impacts on African Americans as it legalized many of the “Jim Crow” laws states were passing to restrict contact between white and black U.S. citizens. “Jim Crow” was the name applied to any laws or customs that were meant to limit the rights and privileges of people of color.
8. Ask students to answer the question “What is racial segregation?” on the bottom chart of the Evolution of Civil Rights Following the Civil War.
9. Provide students with a copy of the syllabus from Source C: Brown v. Board of Education (1954).
10. Ask students to read the syllabus from Brown v. Board of Education (1954) with a partner and complete the last column of the Evolution of Civil Rights Following the Civil War handout. Support pairs as they read, defining key terminology necessary for understanding, such as *pursuant*, “tangible factors,” *inconclusive*.
11. After they read, project and read aloud the overview article linked on Ourdocuments.gov for Source C. <http://www.ourdocuments.gov/doc.php?doc=87>
12. Conduct a class discussion to aid students’ understanding of the ruling and analyze the impact of the court’s decision. Possible guiding questions:
  - What decision did the Supreme Court make in regards to “separate but equal” schools?

- a. On what did the Supreme Court base their decision? Why is this important to understanding the decision?
- b. Why was this decision so important?
- c. What was the public's reaction to the decision?
- d. How did this decision affect other segregation practices?
- e. How did Plessy v. Ferguson (1896) and Brown v. Board of Education (1954) interpret the 14<sup>th</sup> Amendment differently? What is the impact of those interpretations?

**Evolution of Civil Rights Following the Civil War**

14 <sup>th</sup> Amendment (1866)	Plessy v. Ferguson (1896)	Brown v. Board of Education (1954)
Summary:	Summary:	Summary:
Purpose:	Purpose:	Purpose:
Impact:	Impact:	Impact:

**Student Look-Fors**

1. Students complete the graphic organizer with accurate information. A sample completed graphic organizer is included below:

<b>14<sup>th</sup> Amendment (1866)</b>	<b>Plessy v. Ferguson (1896)</b>	<b>Brown v. Board of Education (1954)</b>
<p>Summary:</p> <p>This constitutional amendment granted citizenship to all persons born or naturalized in the US (even former slaves)</p>	<p>Summary:</p> <p>This court ruling interpreted the 14<sup>th</sup> Amendment to mean that while all citizens were given the same legal rights those rights did not transfer to social rights.</p>	<p>Summary:</p> <p>This court ruling overturned the idea of “separate but equal” as established by Plessy v. Ferguson stating that it had “no place in the field of education”.</p>
<p>Purpose:</p> <p>This amendment defined U.S. citizenship as well as outlined the rights awarded to those citizens.</p>	<p>Purpose:</p> <p>Plessy v. Ferguson sought to interpret the 14<sup>th</sup> Amendment in order determine the legality of segregation.</p>	<p>Purpose:</p> <p>The court case sought to put an end to the segregation of schools as not all schools were “equal”.</p>
<p>Impact:</p> <p>All U.S. citizens, including African Americans, were given equal protection under the law.</p>	<p>Impact:</p> <p>The interpretation of the law led to the legal segregation of African Americans and whites. They were given separate facilities in all public places and schools. These were called Jim Crow laws.</p>	<p>Impact:</p> <p>The Supreme Court ruling meant that all public schools would be desegregated. African Americans and whites would attend classes together. This led to a push for desegregation in other areas, too.</p>

### Formative Performance Task 3

<b>Supporting Question</b>	What impacts did civic leaders and citizens have on desegregation?
<b>Task</b>	Students will explore how citizens' and civic leaders' actions led to the end of segregation.
<b>Featured Sources</b>	<p><b>Source D:</b> <a href="#">Historic Lunch-Counter Sit-In</a>, Travel Channel</p> <p><b>Source E:</b> "<a href="#">Montgomery Bus Boycott</a>," History.com</p> <p><b>Source F:</b> "<a href="#">The March on Washington for Jobs and Freedom</a>," PBS</p>
<b>Content and Claims</b>	Students read to identify how organized protests impacted segregation practices. (4.8.4)

### Featured Sources

**Source D:** [Historic Lunch-Counter Sit-In](#), Travel Channel

**Source E:** "[Montgomery Bus Boycott](#)," History.com

**Source F:** "[The March on Washington for Jobs and Freedom](#)," PBS

### Steps

1. Explain to students that after the historic Brown v. Board of Education ruling, many more citizens began calling for desegregation in other areas of life, such as in restaurants, on busses, etc. To achieve this goal, many citizens began protesting the treatment of African Americans.
2. Define *protest* for students ("a statement or action showing objection to something").
3. Tell students that they will be working in small groups to learn about three major protests that occurred during the Civil Rights Movement: Lunch counter sit-ins, the Montgomery Bus Boycott, and the March on Washington for Jobs and Freedom.
4. Provide students with the note-taking organizer on page 11.
5. Explain to the students that they will be using a [jigsaw structure](#) to accomplish this task. Provide directions to the students.
  - a. Each student will have a "home" group of 3 students.
  - b. Each student from the "home" group will be assigned to an "expert" group.
  - c. Each "expert" group will be assigned one of the resources to read and take notes on as a group.
  - d. After reading, students will return to their "home" groups.
  - e. In their "home" groups, students will teach the other members of their "home" group about the protest they researched.
  - f. Students will take turns sharing their learning until everyone's organizer contains all of the necessary information about each of the three protests.
6. Divide students into "home" groups. Ask students to determine which expert group each member will join. Then ask the "home" groups to split into "expert" groups.

7. Direct each “expert” group to research a protest by reading one of the sources D-F. Give groups access to the sources and provide each “expert” group with guiding questions to aid them in their note taking.

<b>Source D:</b> <a href="#"><u>Historic Lunch-Counter Sit-In</u></a>	<b>Source E:</b> <a href="#"><u>“Montgomery Bus Boycott”</u></a>	<b>Source F:</b> <a href="#"><u>“The March on Washington for Jobs and Freedom”</u></a>
<ul style="list-style-type: none"> <li>• Where and when did the sit-in movement begin?</li> <li>• What was the purpose of the sit-in movement?</li> <li>• How did people participate in the sit-ins?</li> <li>• What was the effect of the sit-ins at the Woolworth store?</li> </ul>	<ul style="list-style-type: none"> <li>• Where and when did the bus boycott occur?</li> <li>• What caused the bus boycott?</li> <li>• How long did the bus boycott last?</li> <li>• Why do you think the boycott was so effective?</li> <li>• Why was the boycott significant?</li> </ul>	<ul style="list-style-type: none"> <li>• What was the purpose behind the march?</li> <li>• Why is the march known as the largest civil rights demonstration in the history of the US?</li> <li>• What Civil Rights leader was at the center of the march?</li> <li>• Did the march result in immediate changes in the law?</li> </ul>

8. After all “expert” groups have finished their organizers, ask students to return to their “home” group to share the information they gathered and to take notes on what their group members share.
9. Once all groups have shared, conduct a class discussion to check for understanding and to aid students in thinking critically about the protests. Possible guiding questions include:
- a. (Any questions from step 7 above)
  - b. What did all of the protests have in common?
  - c. The Woolworth sit-in is said to have been a “pivotal moment in the modern Civil Rights Movement and in the history of the United States.” Why do you think this is true?
10. As time allows, play Martin Luther King, Jr.’s “I Have a Dream” speech from the march on Washington. Ask students to explain why they think the speech is so memorable and enduring and how the topic of the speech relates to the Civil Rights Movement.

Note-Taking Organizer for Protest Research

Lunch Counter Sit-Ins	Montgomery Bus Boycott	March on Washington for Jobs and Freedom

**Student Look-Fors**

1. Students identify key information about each protest, as evidenced in the graphic organizer provided. A sample of a completed graphic organizer is included below:

**Note-Taking Organizer for Protest Research**

Lunch Counter Sit-Ins	Montgomery Bus Boycott	March on Washington for Jobs and Freedom
<p>1960-North Carolina Woolworth lunch counter was reserved for white customers. African Americans and other citizens would sit peacefully at the lunch counter and ask to be served. Woolworth’s shuts down their lunch-counter. The sit-in movement quickly spreads to other restaurants across the country. After six months, Woolworth’s reopened with a desegregated lunch counter.</p>	<p>December 1955-December 1956-Alabama Rosa Parks arrested and fined for not giving up her seat to a white man on a city bus. African Americans refused to ride the city buses during the boycott. US Supreme Court ordered Montgomery to integrate its bus system. First large scale demonstration against segregation</p>	<p>August 28, 1963-Washington, DC About 250,000 people marched in DC to call attention to injustices and inequalities facing African Americans. Leaders gave speeches about civil rights problems in America. Martin Luther King gave “I Have a Dream” speech. A year later, Civil Rights Act of 1964 was passed.</p>

2. Students should understand the following information about the protests:
  - a. These protests were peaceful group protests.
  - b. The protests were significant in leading to changes in segregation practices and laws.
  - c. The Woolworth sit-in was important because it resulted in desegregation of a lunch counter without a court order.

## Formative Performance Task 4

<b>Supporting Question</b>	What impact did Civil Rights legislation have on the lives of African Americans?
<b>Task</b>	Students will determine the impact of Civil Rights legislation on African Americans.
<b>Featured Sources</b>	<p><b>Source G:</b> <a href="#">Civil Rights Act of 1964</a>, History.com</p> <p><b>Source H:</b> <a href="#">Civil Rights Movement</a>, JFK Library</p> <p><b>Source I:</b> <a href="#">Voting Rights Act (1965)</a>, Ourdocuments.gov</p>
<b>Content and Claims</b>	The students read to identify the impact key Civil Rights legislation had on the lives of African Americans. (4.7.1)

### Featured Source

**Source G:** [Civil Rights Act of 1964](#), History.com

**Source H:** [Civil Rights Movement](#), JFK Library

**Source I:** [Voting Rights Act \(1965\)](#), Ourdocuments.gov

### Steps

1. Show Source G: Civil Rights Act of 1964. Explain to the students that the video summarizes their learning up through today's task.
2. Explain to students that we will read two documents pertaining to civil rights legislation and identify the key points outlined by each.
3. Project and read aloud Sources H and I (the Document Info...) as students follow along.
4. Direct students to complete the Evolution of Civil Rights Following the Civil War, Part 2 handout.
5. Conduct a class discussion to check student responses and deepen understanding of the legislation. Possible guiding questions:
  - a. How did the Civil Rights Act impact African Americans?
  - b. What segregation practices did the Civil Rights Act address?
  - c. How is the Civil Rights Act related to Brown v. Board of Education ruling?
  - d. How did the Voting Rights Act impact African Americans?
  - e. What was an immediate effect of the Voting Rights Act?
  - f. How do these acts relate to the 14<sup>th</sup> Amendment and Plessy v. Ferguson?

Evolution of Civil Rights Following the Civil War, Part 2

Civil Rights Act (1964)	Voting Rights Act (1965)
Summary:	Summary:
Purpose:	Purpose:
Impact:	Impact:

**Student Look-Fors**

1. Students accurately identify key points of civil rights legislation in their notes. A sample completed note-taking form is included below:

**Evolution of Civil Rights Following the Civil War, Part 2**

<b>Civil Rights Act (1964)</b>	<b>Voting Rights Act (1965)</b>
<p>Summary:</p> <p>This Act ended segregation in public places and banned employment discrimination on the basis of race, color, religion, sex, or national origin.</p>	<p>Summary:</p> <p>Signed into law by President Lyndon Johnson, this Act prohibited racial discrimination in voting.</p>
<p>Purpose:</p> <p>This Act sought to end all instances of discrimination and segregation in American life.</p>	<p>Purpose:</p> <p>The Act removed barriers that prevented African Americans from exercising their right to vote under the 15<sup>th</sup> Amendment.</p>
<p>Impact:</p> <ol style="list-style-type: none"> <li>1. Protected African Americans against voting discrimination.</li> <li>2. Forced desegregation in all public places.</li> <li>3. Enforced desegregation of schools.</li> <li>4. Allowed withdrawal of federal funds from programs practicing discrimination.</li> <li>5. Outlawed discrimination in employment.</li> </ol>	<p>Impact:</p> <ol style="list-style-type: none"> <li>1. Outlawed literacy tests for voters.</li> <li>2. Prohibited denial of voting rights based on color or race.</li> <li>3. Outlawed poll taxes in state and local elections.</li> </ol>

2. During the discussion, students should demonstrate understanding of the acts and their connections to the 14<sup>th</sup> Amendment:
  - a. While both *Brown v. Board of Education* ruling and the Civil Rights Act desegregated schools, the Civil Rights Act outlawed the segregation of students and threatened the loss of federal funds for non-compliance.
  - b. While the 14<sup>th</sup> Amendment granted equal protections under the law, its wording was vague, which led to Jim Crow laws, *Plessy v. Ferguson*, and segregation through the “separate but equal” doctrine. The Civil Rights Act and the Voting Rights Act took away any misinterpretation of the 14<sup>th</sup> Amendment that previously existed and outlawed the practice of “separate but equal” established by *Plessy v. Ferguson*.

## Summative Performance Task

<b>Compelling Question</b>	How did the Civil Rights Movement impact the lives of African-Americans?
<b>Task</b>	Using the sources provided, write a well-organized essay which explains you answer to the following question: How did the Civil Rights Movement impact the lives of African Americans?

### Teacher Overview

In this summative performance task, students are asked to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

Students gained knowledge about citizenship, segregation, and efforts to change discriminatory practices. Students also practiced skills in the application of economic concepts, such as looking at specialization in specific industries in Louisiana.

### Student Prompt

Using the sources provided, write a well-organized essay which explains you answer to the following question: How did the Civil Rights Movement impact the lives of African Americans?

### Student Look-Fors

1. An exemplar response may include but is not limited to:
  - a. Students responses should make reference to and provide detailed information on:
    - i. The 14<sup>th</sup> amendment granted all U.S. citizens, including former slaves, equal rights and protection under the law.
    - ii. Plessy v. Ferguson interpreted the 14<sup>th</sup> amendment to allow for “separate but equal” facilities for African Americans and Whites leading to widespread segregation practices. This included separation of the races in schools, public transportation, and private businesses.
    - iii. While segregation was founded on the idea of “separate but equal”, the facilities utilized by African Americans were often inferior to those of Whites.
    - iv. In the ruling, Brown v. Board of Education, the Supreme Court found that there was no place in the law for segregation of schools. The ruling forced the desegregation of schools across America and led Civil Rights groups to push for desegregation in other areas of life.
    - v. Citizens protested segregation in many ways, including marches, sit-ins, and refusal to utilize public transportation. These organized actions were called The Civil Rights Movement.
    - vi. The Civil Rights Movement led to new legislation which made racial segregation illegal.
    - vii. The Civil Rights Act outlawed all discriminatory practices.
    - viii. The Voting Rights Act outlawed all discriminatory practices at the polls and resulted in a surge of registered African American voters.
2. A strong response:

- a. References documents appropriately.
  - i. The 14<sup>th</sup> Amendment provided equal protection under the law for all citizens. (Source A)
  - ii. Under Plessy v. Ferguson, “separate but equal” was established which resulted in racial segregation. (Source B)
  - iii. Schools were segregated across the nation. Brown v Board of Education called for desegregation of schools. (Source C)
  - iv. Brown v. Board of Education labeled school segregation a violation of the 14<sup>th</sup> Amendment. (Source C)
  - v. Citizens protested unfair treatment of African Americans in various ways. (Source D, E, F)
  - vi. Protests led to changes in segregation practices and laws regarding segregation. (Source D, E, F)
  - vii. The Civil Rights Act outlawed all discriminatory practices. (Source G, H)
  - viii. The Voting Rights Act outlawed all discriminatory practices at the polls. (Source I)
  - ix. The Voting Rights Act resulted in a surge of registered African American voters. (Source I)
- b. Applies the provided evidence and provides additional information outside of the provided sources.
  - i. Student recognize the long-term impact of the Civil Rights Movement in that African Americans currently hold the same jobs and political offices as Whites (ex: President of the United States)