

## **TEACHING AMERICAN HISTORY PROJECT**

### ***Lesson Title – Reasons the Modern Civil Rights Movement was Needed***

**Grade -11**

**Length of class period – 2 periods (53 minutes each)**

**Inquiry** – If African-Americans were freed from bondage and declared equal with the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> amendments, then why did so many people feel it was necessary to take part in the Modern Civil Rights Movement over 80 years later?

### **Objectives**

Students will:

- Complete a Klu Klux Klan application from the 1920's.
- Read a propaganda pamphlet from the Klan (1924) and respond to its tone.
- Share specific examples of Jim Crow segregation laws of the South.
- Follow internet activity to recognize challenges of voting in the Jim Crow South.

### **Materials**

A copy of a **Ku Klux Klan Application** from the 1920's

**“Why You Should Become a Klansman”** Pamphlet developed by the Knights of the Ku Klux Klan in 1924

**Example of Jim Crow Laws-** A list of actions that were considered illegal under the Jim Crow etiquette of the South.

(optional) [www.pbs.org/jimcrow](http://www.pbs.org/jimcrow) Challenges to African-American voters activity.

### **Activities**

Activator- Handout out application as students enter the room and ask them to fill out the information without telling them what it is. Ask them to think of what they may be filling out as they read through it.

Take responses, educated guesses often lead students to believe it is some sort of immigration paperwork.

Inform students that they have just filled out a Klan application. The importance is that it shows that hate and violence was still evident through the 1920's. (not just during slavery)

Inform the students that propaganda helped gain a large following for hatred towards minorities. Pass out “Why You Should Become a Klansman”.

Assign different sections of the reading to different students and ask them to high-light the most interesting or potentially deceiving parts. (things you wouldn't expect to see in such material) Share findings with the class. Students may recognize that there is nothing criminal or negative sounding about being a member. The propaganda sells the Klan as a brotherhood like any other group based on pride and a desire for bonding.

Before class, cut out the Examples of Jim Crow Laws from the handout. Handout one example to each student and have them read silently. Then go around class and ask each student to share

the laws with the class. Students should recognize that hatred and discrimination was supported, not only by organized groups, but through the law itself. This would render most African-Americans powerless and vulnerable.

(optional) Reserve a computer lab, if you have access or a smart board if you have one. Go to [www.pbs.org/jimcrow](http://www.pbs.org/jimcrow), click 'tools and activities', click 'voting then, voting now'... Read the introduction page aloud to the students. It will outline that the students will be taking a look at several of the obstacles that stood in the way of blacks voting in the south, despite the passing of the 15<sup>th</sup> amendment. Direct students to take 2-3 bullets of notes on each obstacle before they move to the next by clicking 'continue' after reading. When they get to the second challenge (literacy test) they may also click on an example of a literacy test handed out in Alabama, 1865. Allow them a moment to skim through and recognize the difficulty of the questions that even most history teachers couldn't answer. When they get to the final challenge (sheriff), students can click on an audio recording of a man's interview where he explains that a sheriff pulled his gun out and threatened him in order to keep him from voting. For closure, have a couple students volunteer to summarize each of the challenges, pointing out once again, that despite what amendments and laws were put in place, blacks were forced to live as second class citizens.

### **Assessment**

On a Civil Rights assessment, to ensure that students have a basic understanding of the need for such a movement, give the directive, "List and explain 3 examples of challenges faced by Black Americans following the passing of the 13<sup>th</sup> amendment in 1865 which freed all people from bondage. (You may receive answers referring to the Klan, Jim Crow etiquette laws, or voting restrictions)

If you want to make sure students have a more thorough understand, specify the questions. For examples: "Provide an example of a social law used to remind Blacks of their second class citizenship" or "Which of the voting restrictions do you find to be the worst? Provide reasoning as to why it is worse than at least one other restriction."

### **Connecticut Framework Performance Standards –**

1.1, 2. Trace the evolution of citizens' rights (struggle for civil rights)