

Learning Activity to Teach “Hard History” on the Civil Rights Movement

Inspired by the National Civil Rights Museum in Memphis, TN

Overview:

- Geared towards high school students
- Students will create a timeline of events, actions, people, and places spanning the decades 1900-1970
- Students will research a specific topic (suggested topics below) and sources will be recommended
- A one-pager template will be provided utilizing Canva for uniformity
- Students will include a significant photograph from their research and annotated resources
- One-pagers will be printed to create a physical timeline in the classroom that students will be able to manipulate and analyze
- Students will then analyze several events in a piece of classroom writing
- 2-3 class periods in block schedule

Objectives:

- Students will identify key events of the Civil Rights Movement and their place in time.
- Students will select and research a topic related to the Civil Rights Movement in the United States. Suggested topics and resources will be provided.
- Students will research and analyze nonfiction texts related to the Civil Rights Movement.
- Students will summarize central idea and create an expository writing piece to contribute to the classroom timeline. (template available on Canva)
- Optional: Students will analyze multiple timeline entries in a piece of expository writing.

Materials:

Topics list

Suggested Resources

Student Directions for Activity

Rubric

Canva template

Printer

Paper

Timeline on classroom wall

Examples (will show research on Rosa Parks, Martin Luther King, Jr., KKK)

Suggested Topics to Research (other potential topics may be discussed with the teacher):

24 th Amendment	Flood of 1927	Non-violence
Bayard Rustin	Freedom Rides	Plantations
Booker T. Washington	Ida B. Wells	Ruby Bridges
Brown vs. Board of Education	Jim Crow Laws	SCLC
Church	John Lewis	Selma
Charles McLaurin	Little Rock Nine	Sharecropping
Citizen's Councils	Lunch Counter Sit-Ins	SNCC
Civil Rights Act of 1964	Malcolm X	Stax Records
CORE	March on Washington	Thurgood Marshall
Delta Blues	Medgar Evers	Voting Rights Act 1965
Delta State University Sit-In	Mississippi Delta	W.E.B. Dubois
Death of Emmett Till	Montgomery Bus Boycott	
Fannie Lou Hamer	NAACP	

Prior Knowledge:

- Civil Rights Movement and its core tenets
- U.S. Constitution, including its amendments

Activity:


Students will

1. select their topic
2. utilize suggested resources to research and take notes on the topic
3. select a significant photo
4. created annotated source list
5. using Canva template, analyze notes and create a one page entry for the timeline, including
 - a. photo
 - b. summary
 - c. dates active
 - d. background
 - e. impact
 - f. annotated sources
6. discuss with class and place the entry onto the classroom timeline
7. using 3-4 timeline entries, discuss in an analytical piece of writing the significance of the entries to the greater meaning of the Civil Rights Movement (optional)

Rubric:

CATEGORY	4	3	2	1
Required Elements and Accuracy	The project includes all required elements and they are all exceptionally accurate.	All required elements are included on the project, and only minor errors are present in accuracy.	Some of the required elements are included on the project, and there are many issues with accuracy.	Most required elements were missing, and the project lacks accuracy.
Development of Ideas	The project shows an exceptionally in-depth base of content and knowledge and includes thorough explanations.	Project displays a very in-depth base of content and knowledge.	Project displays only some in-depth content and knowledge, and the ideas are straight forward.	Project appears to have insufficient in-depth content and knowledge, and contains limited ideas.
Communication		Writing is clear, accurate, and effective with well-organized ideas.	Writing is satisfactory with only minor errors but does not interfere with the message.	Writing is unclear and difficult to distinguish the message.
Organization and Design		The project is exceptionally attractive in terms of design, layout, and neatness.	The project is acceptably attractive though it may be a bit messy.	The project is distractingly messy or very poorly designed. It is not attractive.

Sample Entry Using Canva Template:



[Rose Schneiderman](#)

Summary

Rose Schneiderman became a leader in the fight for safe working conditions on the Lower East Side of NYC after the Triangle Shirtwaist Fire. She used her influence to fight for voting rights in NY which helped lead to the 19th Amendment.

Dates Active	1911-1990
Background	<p>Schneiderman was born in Poland in 1882 and immigrated to the US with her family in 1890. She went to work to support the family at age 13. Schneiderman became involved in labor organizing in 1903 and took on more leadership roles. Following the Triangle Shirtwaist Fire, she began to fight for women's rights more publicly. She helped found the Wage Earner's League for Woman Suffrage in 1911 and supported the Ohio suffrage referendum in 1912. In January 1917, Schneiderman helped lead a successful drive for a New York State voting referendum that was successful. By the end of WWI, Schneiderman was known as a leader in labor and feminist politics in New York State.</p> <p>Schneiderman led "newly enfranchised women" to defeat anti-labor elected officials in 1918 and she herself ran for the U.S. Senate from NY in 1920 on a labor ticket.</p>
Impact	<p>By the mid-1900s, Schneiderman was a nationally known person and became associated with Eleanor and Franklin Roosevelt. In 1933, FDR named Schneiderman as the only woman on the National Labor Advisory Board. After leaving Washington, Schneiderman was appointed secretary of labor for New York State.</p> <p><i>"Long before the most recent wave of feminist activism, Schneiderman attracted sexual segregation in the workplace, tried to unionize not only industrial women but also white-collar and domestic workers, called for state regulation not only of factory and office working conditions but also of working conditions in the home. She argued for comparable worth laws, government-funded child care, and maternity insurance. And, for more than half a century, she organized women to fight—not just for economic independence but also for the right to have meaning and beauty in their lives. She died just as a new women's movement was gaining strength."</i></p>

Many of her ideas were taken up by the movement and are still being debated in classrooms, courtrooms, and congressional chambers. Those ideas and dreams, as much as the government protections that most American workers now take for granted, are the legacy of Rose Schneiderman. [www.womenhistory.org](#)

Schneiderman died in 1972.

Annotated Sources

Harris & Ewing, Rose Schneiderman, Pres. of Nat Women's Trade Union League, 1935. This photo was used to show Rose Schneiderman at the NWTUL.

Suggested Resources:

- <https://www.deltastate.edu/library/guides-to-the-collection-page/>
- <https://libguides.rowan.edu/c.php?g=248072&p=7643766>
- <https://www.loc.gov/classroom-materials/civil-rights-movement/>
- <https://www.archives.gov/research/civil-rights>
- <https://libguides.lehman.edu/c.php?g=332027&p=2226578>
- <https://guides.lib.ua.edu/c.php?g=1002315&p=7258907>
- <https://libguides.uwf.edu/c.php?g=1113816&p=8121303>