

From Civil War to Civil Rights
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Biographies of a Nation Colloquium: Great Falls, MT
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Presentation Focus

This presentation provides an overview of the major events that unfolded from the ratification of the 14th Amendment in 1868 to the passage of the Voting Rights Act of 1965. Using our Reading Like a Historian Techniques and our sources from the previous day, we will work together in grade-level groups to Adapt and Use Primary Sources in our Classrooms.

Essential Question(s)

- Even though the 14th Amendment guaranteed citizenship to “all persons born or naturalized in the United States” and guaranteed the protection of civil rights and civil liberties to all Americans, what had to happen and who was responsible for those rights to finally be recognized on a national scale—nearly 100 years later?

Essential Understanding(s)

- Racial discrimination and legislation following the Civil War relegated African Americans to “second-class citizenship.” While constitutionally, all citizens were guaranteed equal rights and protections and Americans, the reality was that segregation was indoctrinated in society and it took large-scale, organized resistance and protests in addition to legal challenges and federal enforcement to achieve equality. Students also need to understand that this is still a process and Americans still struggle for equal rights.
- While Constitutionally black Americans had the right to vote and participate in government, they were being denied this right—primarily due to laws that segregated and denied equality due to race.

Discussion

- Grade level groups
 - Discuss how you sourced your primary source.
 - Discuss how you modified your primary source to work with your grade level.
 - Discuss what other sources you found that helped with contextualizing, corroborating, or challenging your source, and what additional questions these sources brought to mind.
 - Discuss the types of activities or lessons you would use to teach about the primary source, era, topic, person, etc. you were assigned.
 - Discuss how you could assess your students’ understanding of thinking critically about primary sources. What are some questions you would ask? What would a simple rubric look like?
- As a grade level group, compile your “best practices” ideas. What were some key things all of you discussed? What ideas did you like, expand upon, or really think you could use in your classroom.
- Prepare these ideas and Present to everyone.

Resources

- The Library of Congress, *Primary Documents in American History*, The 14th Amendment to the U.S. Constitution
<http://www.loc.gov/rr/program/bib/ourdocs/14thamendment.html>
- The Library of Congress, *Primary Documents in American History*, The 13th Amendment to the U.S. Constitution
<http://www.loc.gov/rr/program/bib/ourdocs/13thamendment.html>
- The Library of Congress, *Primary Documents in American History*, The 15th Amendment to the U.S. Constitution
<http://www.loc.gov/rr/program/bib/ourdocs/15thamendment.html>
- Civil Rights Division Home Page
http://www.justice.gov/crt/about/vot/intro/intro_b.php
- Jim Crow History: Accounts from people who lived during Jim Crow
<http://jimcrowhistory.org/resources/narratives.htm>
- Passing for White in Jim Crow America
http://jimcrowhistory.org/resources/lessonplans/hs_es_passing_for_white.htm
- Congress Link, *Major Features of the Civil Rights Act of 1964*,
http://www.congresslink.org/print_basics_histmats_civilrights64text.htm
- Jim Crow Stories (Audio) http://www.pbs.org/wnet/jimcrow/stories_narratives.html
- Transcript of the Civil Rights Act (1964)
<http://www.ourdocuments.gov/doc.php?doc=97&page=transcript>
- Transcript of the Voting Rights Act (1965)
<http://www.ourdocuments.gov/doc.php?doc=100&page=transcript>
- *African American Odyssey* from the Library of Congress (The Civil Rights Era)
<http://lcweb2.loc.gov/ammem/aahtml/exhibit/aopart9.html>
- King Institute Encyclopedia (Great Timeline of events and Featured Documents, Speeches, and Sermons)
http://mlk-kpp01.stanford.edu/index.php/encyclopedia/chronology_contents
- Official Program for the March on Washington (1963)
<http://www.ourdocuments.gov/doc.php?flash=true&doc=96#>
- Library of Congress Exhibition, *Voices of Civil Rights*,
<http://www.loc.gov/exhibits/civilrights/civilrights-home.html>