

The Story of ^{Black} America is the Quest for Civil Rights

Civil rights protect individuals' freedom from infringement by governments, social organizations, and private individuals. They ensure one's ability to participate in the civil and political life of the society and state without discrimination or repression.

What did Slavery look like in the American South (slave trade, plantation vs urban labor, work and daily life, religion and culture, challenging the system)?

How did southerners, northerners, unionists and abolitionists respond to the growing rift between slaves and free in antebellum America and how were the Underground Railroad, immigration, women's rights and minority rights a reflection of the era?

What were the determining factors that affected the course of the Civil War and contributed to the end of the war and as teachers how do we address our Confederate past?

Following the Civil War, what civil rights amendments, legislation and social reform sought to end discrimination? How successful were they and what organizations and laws fought against equality between 1865 and 1950?

What events and what organizations (NAACP, SCLC, SNCC) brought about the renewed struggle for desegregation and Civil Rights in the 1950s and 1960s?

Who were the key leaders of the Civil Rights Movement (George Washington Carver, Booker T. Washington, W. E. B. Du Bois, Marcus Garvey, Martin Luther King, Malcolm X) What was their message and how did they differ in their ideologies and approach to Civil Rights?

What struggles for Civil Rights are still being addressed today?

How might a "Blow the Roof Off" help with your own curriculum?

Curriculum Design & Development

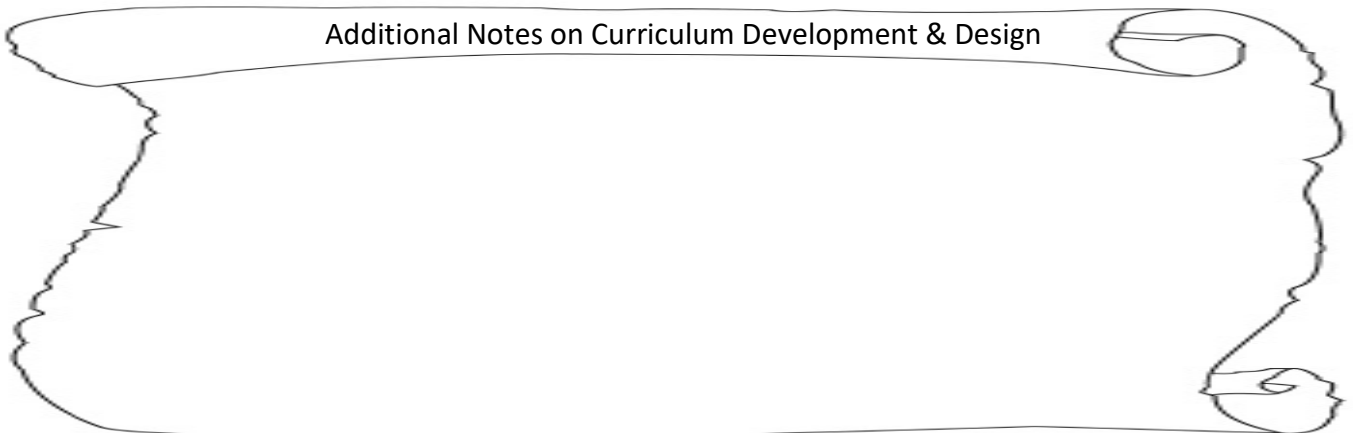
Think about it....why is Curriculum Design so critical?

Define Knowledge

Define Skills

Define Dispositions

Additional Notes on Curriculum Development & Design



Watch the Celebration Review & Complete the Following Table

<p>Key Understanding related to Civil Rights</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Critical events, individuals, ideas (historical knowledge)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Historical skills reflected in/ necessary to understand Civil Rights</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Historical Dispositions to be learned/ understood through Civil Rights</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Ideas for teaching Civil Rights?

Enduring Understanding related to Civil Rights

Key Knowledge(s) related to Civil Rights (by grade/content level)

Key Skills related to Civil Rights (by grade/content level)

Key Historical Dispositions related to the teaching/understanding of Civil Rights