

Civil Rights, My Act

Grade Level 11th

Subject Area - US History

Duration (15 minutes for prep) + (4-5 hours class time)

Key Words: civil rights act 1964, racial discrimination, employment, public places, race, color, religion, sex or national origin

SUMMARY: Teacher leads the students through a warm up activity in which students research if their favorite places are culprits of segregation. With the activity, a primary source document and articles are provided for the students to collaboratively summarize the effects to the Civil Rights Act of 1964 by writing and performing a five minute skit with a group of their peers.

Measurable Objective: Students **summarize** two accurate effects of the Civil Rights Act of 1964 BY writing and performing a five minute skit.

Facet: Interpret

Materials list:

- *Student Skit Guide*
- Poster Paper, markers
- Newsela article - *Primary Sources: Civil Rights Act of 1964*
- Rubric
- Devices with access to the internet
- *optional:* Teacher Newsela account

Making connections: The relevance of this activity is for students to read and write about the Civil Rights Act of 1964 and transfer their responses into a performance skit. Students make the connection that essential everywhere they go, have access to, and activities they have a right to participate and be a part of stem from this Act. Students consider what they would not have been allowed to do prior to this legislation, and focus on life changing effects that followed its passage. This act is another key component that defines the ways in which efforts are made to protect equality amongst citizens by eliminating and outlawing discriminatory policies that compromise equality.

Background information: The Civil Rights Act of 1964 aimed to outlaw discrimination based on race, color, religion, sex, or national origin, from employment and desegregation of public places. The passage of this act served as a vital turning point during the civil rights movement, in which the nation witnessed the call for equality in regards to civil rights, and a common non-violent protesting style focused on individuals occupying segregated spaces. It is important to emphasize the impact and significance of this act in current society, because if it never passed then marginalized groups would continue to be lacking equal access to many spaces and opportunities of employment.

Teacher: Print *Student Skit Guide* and Newsela article - *Primary Sources: Civil Rights Act of 1964*. Read over procedure instructions. Lead students through the warm up activity.

Procedure

Warm up

- **Teacher:** Ask the students to list their favorite fast food restaurant, favorite clothing store, favorite public place (library, movie theatre, amusement park, etc). The important piece is that the students

have to pick entities that have existed for at least 60 years. Then, tell them to try and figure out if their favorite places ever practiced segregation. Questions to ask: *Back then, would you try to go to that place? If you were given the privilege to fully access this space, would you? If you were given only the less privileged option, would you still go there? Why or why not? What are your thoughts about this place knowing segregation was (or was not) part of how they ran that business?* Ask for share outs. Move into the activity.

Activity

- **Teacher:**

- Step 1: Pass out *Student Skit Guide* and share the resource links with the students.
- Step 2: Place them into the number of groups you think is appropriate (allow them to pick, or count off in groups of 4).
- Step 3: Students research information about the Civil Rights Act of 1964, and then summarize two accurate effects of the act by writing and performing a five minute skit.

Wrap up

- **Teacher:**

- Once students complete their research, writing their skits, and practicing, have each group perform. As groups perform, ask the other students to write the group name, and then to write a one sentence summary per skit indicating which two effects the group worked to convey. Give an award for best performance.

Formative Assessment: Linked and embedded within “Rubric” under Materials list of Activity 3 on the Module 1 webpage.

Extensions / Differentiation

- Ask students to
 - Identify two court cases within the last ten years that have used the Civil Rights Act 1964 in support of the ruling (most civil rights cases are connected to it)
 - Create a resume and cover letter for a woman of color in 1964, who is excited about the possibilities of new opportunities
 - Identify and write a response to a recent situation in which someone was denied access to a business or public place, specifically when they were found doing nothing wrong (ie. Two black men arrested while waiting at a starbucks)
- Additional instructional options:
 - Reading level of the article can be changed through Newsela.com
 - Model navigating the online resources
 - Provide sentence frames and starters
 - Allow students to perform during lunch
 - Record their performance
 - Perform in native tongue, and offer a translation
 - Allow student to take the lead on writing an additional follow up to their performance

Blackline masters: PDF copies of blackline masters and materials are embedded and linked within the “Materials list” of Activity 3 on the Module 1 webpage.

STUDENT WORKSHEET: *this is a copy of the worksheet provided to students*

Name:

Date:

Civil Rights, My Act - Student Skit Guide

Directions: Summarize two accurate effects of the Civil Rights Act of 1964 by writing and performing a five minute skit. Your goal with your group is to share a first person perspective explaining these events through the eyes of a high schooler during 1964 (the year the Civil Rights Act was passed). Your letter must be at least 1 page long (12 pt font, 1 inch margins, single space) and answer each of the questions below thoroughly. Remember, your skit should help the reader and audience gain a clear interpretation of what was going on at this time. **Carefully read and complete each step below.**

Before you begin writing your skit, do some research: Read the primary source document, *Civil Rights Act of 1964*, and answer the following questions:

1. When did this law pass, and who signed it into law?
2. What did this act do in regards to voting rights?
3. What are the similarities and differences between *Title II* and *Title III*?
4. How does this act ensure *equal employment opportunity*?

Now, for your 5 minute skit:

1. Requirements for writing your script/skit: Include a detailed setting, each group members' name on the document (feel free to give your character a new name), and as much dialogue and details as possible and necessary to summarize two accurate effects. (ex: a conversation between friends talking about jobs they are applying for)
2. Each member should be speaking an equal amount of times throughout your 5 minute skit.
3. Brainstorm your ideas below, and type your group's script/skit on a separate document.

[Script Format] - To make it easy to follow:

[TITLE]

[Scene/Setting] In at least 4 sentences, please describe the setting of your skit. Where are you? What are you all doing? What does the audience need to know to get a full picture of what is happening?

[Group Member #1Name/Character name]: [insert dialogue] "....."

additional notes for skit if needed

[Group Member #2Name/Character name]: [insert dialogue] "....."

additional notes for skit if needed

[Group Member #3Name/Character name]: [insert dialogue] "....."

additional notes for skit if needed

[Group Member #4Name/Character name]: [insert dialogue] "....."

additional notes for skit if needed

References

Newsela | Primary Sources: Civil Rights Act of 1964. (2016, June 22). Retrieved April 29, 2018, from <https://newsela.com/read/primary-source-civil-rights-act/id/18320/>