



Teaching the Movement

The State Standards We Deserve

*A Paper by the Southern Poverty Law Center's
Teaching Tolerance Project
Montgomery, Alabama*

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MEDIA AND GENERAL INQUIRIES

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About the Paper

This paper was prepared by the Southern Poverty Law Center under the guidance of Teaching Tolerance Director Maureen Costello. The principal researcher and writer was Kate Shuster, Ph.D. The revised standards were reviewed by Jeremy Stern, Ph.D. It was edited by Maureen Costello with assistance from Alice Pettway. It was designed by Scott Phillips and Valerie Downes.

About the Southern Poverty Law Center

The Southern Poverty Law Center is a nonprofit organization that combats hate, intolerance and discrimination through education and litigation.

About Teaching Tolerance

Founded in 1991, Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for our nation's children.

The program provides free educational materials to educators for use by millions of students. *Teaching Tolerance* magazine is sent to 450,000 educators, reaching every school in the country, twice annually. Tens of thousands of educators use the program's film kits and more than 5,000 schools participate in the annual Mix It Up at Lunch Day program.

Teaching Tolerance educational materials have won two Oscars, an Emmy and more than 20 honors from the Association of Educational Publishers, including two Golden Lamp Awards, the industry's highest honor.

Contents

Executive Summary 4

Background 5

Understanding State History Standards 6

Coverage of the Civil Rights Movement: A Closer Look 7

The Model Standards 11

Conclusion 23

Executive Summary

Our September 2011 report, *Teaching the Movement: The State of Civil Rights Education in the United States 2011*, was prompted by the news that American high school seniors knew little about the civil rights movement.¹ Knowing that low expectations often contribute to poor student achievement, we took a close look at the content requirements set by each state.² Our study showed that most states failed to require teaching about the civil rights movement, an important part of our shared history. We called for states to improve their standards and raise expectations of what students should learn. In this report, we offer models for improvement.

In our initial report, we graded states on the scope and quality of their standards for teaching about the civil rights movement. The 51-state report card told a disturbing story.³ Across the country, state history standards—the expectations about what students learn and teachers teach—routinely ignored or over-simplified the struggle for African-American civil rights that took place in the 1950s and 1960s. The farther away from the South—and the smaller the African-American population—the lower the expectations for significant coverage.

Too often, we found, the movement, when it is given classroom time, is reduced to lessons about two heroic figures—Martin Luther King and Rosa Parks—and four words, “I have a dream.”

We found that only a handful of states required educators to pay significant attention to the movement and the lessons it can teach about citizenship. Over 30 states required minimal or even no instruction; many had standards that barely went beyond a superficial treatment of events and leaders. Overall, we noted that, in almost all states, there is tremendous room for improvement.

The report ended with a call for a national conversation, for teachers to be better prepared to teach the movement and, most importantly, for states to integrate a comprehensive approach to civil rights education into their curricula. States, we argued, had to set high expectations for achievement by adopting rigorous and rich standards.

State educational leaders need productive models. In this paper, we move from diagnosis to treatment. We drew from an array of state standards to identify best practices and provide four sets of model standards. We hope that policymakers and interested advocates will use these model standards to push for reform of the history standards in their own states.

1 Results from the 2010 National Assessment of Educational Progress test in U.S. history show low levels of proficiency in historical knowledge in general and in the civil rights era in particular.

2 Here, as in *Teaching the Movement: The State of Civil Rights Education in the United States 2011*, the term “states” is used to include the District of Columbia.

Background

Teaching the Movement: The State of Civil Rights Education in the United States 2011 compared the content required by each state’s standards to a rubric reflecting a body of knowledge that civil rights historians and educators consider core information. A state whose requirements matched every item on the rubric earned a score of 100 percent.

No state received a score higher than 70 percent; the average grade was an F. Sixteen states did not require any instruction about the civil rights movement. Other states received poor grades because they gave short shrift to the topic, seeing it as a story important only in the South or to African-Americans. This is a troubling failure to recognize that the civil rights movement is a crucial part of our story, deeply rooted in 400 years of American history. It didn’t occur only in the South, and it certainly affected people far beyond the South.

Encouragingly, 46 states and Washington, D.C., have now adopted the Common Core Standards. These standards call for all students to read more informational and nonfiction texts, including (at least in grades six-12) texts in history and social studies. In addition, 20 states and 15 professional organizations are considering a set of common content standards.

The State of Civil Rights Education in the United States 2011 was motivated by a growing concern that the civil rights movement is receding from lived cultural experience into historical memory. Its findings received considerable national and local attention by media and policymakers interested in education policy. Many people were interested in finding a way forward from the current morass—if state standards should be improved, they asked, how should we improve them?

This report takes the standards for Alabama, Florida and New York—the top-ranking states in our earlier report—and makes revisions that would raise their scores to 100 percent. These revised standards provide comprehensive coverage of the civil rights movement. The District of Columbia standards were revised as well, so that we could illustrate a way to raise a low-scoring state’s standards—the District scored a “D” in our earlier report—to a level of excellence.

Understanding State History Standards

As we noted in the report, implementation, structure, wording and assessment vary widely among state social studies content requirements. These differences cut across grade levels and historical eras, although most states tend to have less detailed requirements for the post-World War II era.

Despite their differences, most state standards share two major similarities. First, most identify content successful students will master. States accompany these content specifications with examples, learning indicators, tasks and other benchmarks for teaching and assessment. For example, Virginia's U.S. history standards specify essential understandings, questions and knowledge, delving into considerable detail about selected events or issues like the Voting Rights Act of 1965. New York's standards specify content as well as "connections" to tasks, examples or other historical periods.

Second, most state standards adhere to the conventions established in Benjamin Bloom's 1956 mapping of the cognitive domain. Some require purely informational skills, others require students to take a more sophisticated approach: students must explain, understand or

analyze. Still others begin with even more cognitively complex tasks such as comparing, evaluating, or assessing. A final category includes a performance expectation: students may be asked to develop and defend a position or cite and critically analyze evidence of a disputed phenomenon or causal relationship. In theory, as students get older they should learn to perform increasingly complex tasks while covering additional content.

Even though they share these structural elements, state standards are far more different than they are similar. The model standards in this report demonstrate how disparate content can be modified and improved within familiar structures to create effective standards for teaching the civil rights movement. We offer four sets so that states can find the structure and expectations that work best for them.

Coverage of the Civil Rights Movement—A Closer Look

Although most states fared poorly in the strict grading used in *The State of Civil Rights Education in the United States 2011*, there is still much to commend among state educational requirements. Many of these standards hold promising elements for states working to make their own standards better.

Our first report involved comparing and evaluating state standards, using a rubric that helped us see similarities and differences across the dramatically different state standards. The rubric identified specified core content in five areas: leaders, groups, events, history and opposition. States were scored on their inclusion of this core content in each area and assigned a score for their coverage. Content was 80 percent of a state’s grade. In addition, the rubric graded states based on the context in which their standards presented the civil rights movement. States received a high context grade (20 percent of the total score) if they connected the civil rights movement to other social movements, required coverage across grade levels, included movement-related instruction in their civics curriculum and made connections to current events. The standardized rubric allowed us to compute scores, rank the states and award grades.

Moving beyond our narrow rubric and the single letter grade allows a more nuanced analysis of state standards and brings promising items to light. Many states whose grades indicated low expectations overall nevertheless displayed some good practices that other states might be well served by adopting. In this section, we take a closer look at state standards to identify eight best practices in coverage of the civil rights movement.

BEST PRACTICE **BE SPECIFIC**

States disagree about the level of specificity necessary for covering the civil rights movement. Here are three very different requirements from Hawaii, Indiana and California:

“Analyze the key factors, including legislation and acts of civil disobedience, that brought on the African American Civil Rights movement after World War II.”¹

“Describe political, economic and social conditions that led to the civil rights movement. Identify federal, state and civil rights leaders who played a central role in the movement and describe their methods. Give examples of actions and events that characterized the movement as well as the legislative and judicial responses.”²

“Students should analyze how events during and after Reconstruction raised and then dashed the hopes of black Americans for full equality. They should understand how the thirteenth, fourteenth, and fifteenth amendments to the Constitution were undermined by the courts and political interests. They should learn how slavery was replaced by black peonage, segregation, Jim Crow laws, and other legal restrictions on the rights of blacks, capped by the Supreme Court’s Plessy v. Ferguson decision in 1896 (“separate but equal”). Racism prevailed, enforced by lynch mobs, the Ku Klux Klan, and popular sentiment. Students also should understand the connection between these amendments and the civil rights movement of the 1960s. Although undermined by the courts a century ago, these amendments became the basis for all civil rights progress in the twentieth century.”³

The Fordham Institute has compared requirements written like Hawaii’s to the Peanuts cartoon in which Peppermint Patty takes a test asking her to “Explain World War II. Use both sides of the paper, if necessary.” Hawaii’s standard provides no detail for the classroom

teacher or test developer and thus fails to set clear expectations for student learning. Indiana’s standard is slightly better. It offers additional detail, identifying categories of relevant knowledge and specific student performance expectations. California’s requirement is the best of the three. Longer than the others, it sets out detailed requirements and gives guidance to teachers about connecting content across eras and topics.

BEST PRACTICE

IDENTIFY ESSENTIAL KNOWLEDGE

Effective standards set a floor of core knowledge, allowing teachers to set their own ceilings. Instead of suggesting a variety of content prefaced by “e.g.,” these standards from Alabama and Illinois clearly state what knowledge is essential for comprehension:

“Tracing the federal government’s involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the desegregation of the armed forces, the nationalization of state militias, Brown versus Board of Education, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965.”⁴

“Identify the roles played by federal, state and local political leaders—as well as individual American citizens—in the civil rights movement, including: federal intervention in Little Rock; Rosa Parks and the Montgomery boycotts; Martin Luther King, the Southern Christian Leadership Conference, and the 1963 march on Washington; Freedom Riders; Jackie Robinson and the desegregation of baseball; the work of Cesar Chavez and the development of the United Farmworkers; Robert Kennedy and the civil rights movement; Lyndon Johnson and passage of the Civil Rights Act of 1964.”⁵

Alabama’s standard is more directed—it focuses on federal involvement—while Illinois’ is broader. Though they address disparate events and individuals, both standards achieve clarity by using the word “includ-

ing” to signify required content.

BEST PRACTICE

ENGAGE DEEPLY WITH PRIMARY DOCUMENTS

Some state standards take content beyond individuals, groups and events by referring to activities or documents. In the case of the civil rights movement, many states require students to read Martin Luther King Jr.’s “Letter From Birmingham City Jail:”

“Examine how the Letter from a Birmingham Jail promotes equality as one of the goals of our nation.”⁶ (Washington)

“Read ‘Letter from Birmingham City Jail’ by Dr. Martin Luther King, Jr., and discuss civil disobedience.”⁷ (Kansas)

“Read Reverend Martin Luther King, Jr.’s ‘I Have a Dream’ speech (1963) and ‘Letter from Birmingham Jail’ (1963) and summarize the main ideas in each.”⁸ (Indiana)

Washington, Kansas and Indiana stand out for their unusual recommendation that students read specific primary source documents. These standards follow the consensus recommendations of history educators and literacy experts about the value of using primary source documents in classrooms.

BEST PRACTICE

MAKE CONNECTIONS

Some standards demonstrate exceptional creativity, as in this example from Vermont:

“Students connect the past with the present by... investigating how events, people, and ideas have shaped the United States and/or the world; and hypothesizing how different influences could have led to different consequences (e.g., How did the civil rights movement change the U.S., and how might the U.S. be different if it had never happened?).”⁹

Standards like this one encourage students to use higher-level thinking skills, such as applying concrete

knowledge to answer a hypothetical question. Other standards, as in these examples from Ohio, Mississippi, Michigan and Connecticut, show an innovative bent by linking content across diverse eras:

*“Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including: a. Women’s suffrage movement of the late 1800s; b. Civil rights movement of the 1960s; c. Student protests during the Vietnam War.”*¹⁰

*“Explain Supreme Court rulings that have resulted in controversies over changing interpretations of civil rights, including those in Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, Regents of the University of California v. Bakke, Adarand Constructors, Inc. v. Pena, and United States v. Virginia (VMI).”*¹¹

*“Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.”*¹²

*“Trace the evolution of citizens’ rights (e.g., Palmer Raids, struggle for civil rights, women’s rights movements, Patriot Act).”*¹³

While these standards address different ideas, including the role of the Supreme Court and the uses of civil disobedience, they have in common an interest in encouraging students to deduce themes and recurring concepts—even if that interest is not explicitly stated.

BEST PRACTICE

LINK TO CURRENT EVENTS

Still other standards make an explicit connection between the civil rights movement and current events—a category that we singled out for scoring in the evaluation rubric for *The State of Civil Rights Education in the United States 2011*:

*“Why is education so important in the life chances of an individual? What happens to people who are not educated in America today? What kinds of jobs can they get? How does mass illiteracy affect an entire society? (Here students should review what they learned in the tenth-grade unit “Nationalism in the Contemporary World.”) What would life in the United States be like if there were no public schools? Interviews and case studies can be made of successful men and women from minority groups whose lives have changed because of their education.”*¹⁴

This paragraph from California’s curriculum framework is a perfect example of how to write standards in an educationally and practically meaningful way for both students and teachers: it makes the connection between the *Brown* decision, students’ lived experiences and information they learned in previous years.

BEST PRACTICE

INTEGRATE ACROSS MULTIPLE GRADE LEVELS

Mississippi’s grade in *The State of Civil Rights Education in the United States 2011* would have been considerably improved if its suggested content had been required instead. The state is leading in other areas, however—Mississippi’s recent adoption of a Civil Rights/Human Rights strand across all grade levels should be a model for other states:

“Civil rights/human rights education, as understood by the writers of this framework, is defined as the mastery of content, skills and values that are learned from a focused and meaningful exploration of civil rights/human rights issues (both past and present), locally, nationally and globally. This education should lead learners to understand and appreciate issues such as social justice, power relations, diversity, mutual respect, and civic engagement. Students should acquire a working knowledge of tactics engaged by civil rights activists to achieve social change. Among

these are: demonstrations, resistance, organizing, and collective action/unity.”¹⁵

While this requirement is not specific to the civil rights movement (nor should it be, as it has the potential to bring together diverse and global content for thematic understanding), it drives the state’s new movement-related standards, ensuring that content is taught across multiple grade levels—essential for securing lasting and deep understanding.

BEST PRACTICE

SUPPORT TEACHERS WITH SUPPLEMENTAL DOCUMENTS

Some of the most outstanding and useful state requirements appear outside of the normal, abbreviated lists of standards. South Carolina’s State Department of Education provides official advice on teaching the content standards, including a U.S. history support document with several pages of information per standard. As this paragraph shows, the document uses a narrative style to identify what students need and do not need to know about the civil rights movement:

“Students should understand how changes in African American leadership affected the support given for civil rights legislation. The goals, actions and leadership of the black power movement [Malcolm X, Stokely Carmichael and the Black Panthers] among northern, urban African Americans were significantly different from those of southern African Americans. Students should understand the difference between the terms ‘de jure’ and ‘de facto’ segregation. Televised reports of urban riots and the radical rhetoric of the black power movement alienated the general public and undermined support for further government action. Oversimplification of black power should be addressed by including discussion of efforts of black power advocates to protect and empower

the African American community and promote ethnic pride. Opponents of the civil rights movement charged civil rights advocates as dangerous subversives.”¹⁶

This is an extremely effective summary of aspects of the civil rights movement that are often oversimplified. It identifies essential facts, causal relationships and deeper connections.

BEST PRACTICE

DRAW UPON PARTNERSHIPS TO ENRICH CURRICULUM RESOURCES

Some states have moved beyond their required curricula and sparse content standards to create rich partnerships with local, regional or national institutions to leverage resources for change. The Maryland State Department of Education has formed a partnership with the Reginald F. Lewis Museum to write a K-12 curriculum for the state. Florida has a Task Force on African American History with a dedicated website. This task force has produced *African and African American History Curriculum Frameworks* designed for infusion into all grades and levels. The civil rights movement is included in the fifth of seven curricular framework foci (“Post Slavery: Abolition, Civil Rights and Constitutional Rights”) and supported by a series of lesson plans. In addition, the Task Force has developed a set of criteria for identifying exemplary school districts. Teaching for Change is collaborating with a school district in Mississippi to set up a model program for teaching about the civil rights movement in multiple grades, emphasizing civic engagement and community involvement.

Outstanding standards may vary tremendously in structure, format and content, but they embed best practices like the eight identified here. The following four sets of model standards try to do just that, showing how states can do an exceptional job of setting high expectations for learning about the civil rights movement within their own existing frameworks.

The Model Standards

“If agreement can be reached on standards for student achievement, and if conditions can be created in schools and school systems all over the country in which those standards are internalized and made the centerpiece of educators’ and students’ efforts, a good probability exists that curriculum, professional development, textbooks, and, eventually, teacher preparation can be changed so that the entire system is working toward the standards.”

Lauren B. Resnick & Katherine J. Nolan, “Standards for Education,” in *Debating the Future of American Education: Do We Need National Standards and Assessments?*
Ed. Diane Ravitch 1995 Brookings Institution: Washington, D.C.

Although many state standards for teaching the civil rights movement are weak or non-existent, we should not lose hope for reform.

A national effort that involves 20 states and 15 professional organizations, including the National Council for the Social Studies and the Campaign for the Civic Mission of Schools, has been working since 2010 to develop common state standards for social studies. Their meetings have expanded to include Social Studies Assessment Curriculum and Instruction (SSACI), a collaborative of the Council of Chief State School Officers (CCSSO).

States regularly work to improve their content standards and frameworks. Many states review their standards annually or semi-annually. Nebraska, Oklahoma, Arkansas, Minnesota, New York, Ohio and others are currently revising or scheduled to soon begin revision of their social studies standards and assessments. Others have, on occasion, entirely revised their standards with an eye to best practices modeled elsewhere. The District of Columbia’s standards, drawn from California and Massachusetts, received a high grade of 90 percent in Fordham’s comprehensive evaluation despite receiving low marks for their vague coverage of the post-World War II era (and receiving a D, with a grade of 28 percent, in *The State of Civil Rights Education in the United States 2011*).

This report presents four sets of model standards as exemplars for coverage of the civil rights movement. These standards stemmed from three major criteria: comprehensiveness, ease of adoption and conformity to best practices modeled in the field.

Rather than write new standards from scratch, we

chose to revise the relevant sections of the standards of four jurisdictions: Alabama, New York, Florida and the District of Columbia. We chose Alabama, New York and Florida because they were the best standards we saw in our national evaluation. We wanted to illustrate how these standards could be revised to make them outstanding. We chose to use the District of Columbia standards to show that even low-scoring standards could be made excellent with a few content and organizational changes.

Because we were trying to create a comprehensive set of requirements, we revised the standards so that they would receive a grade of 100 percent using the criteria from *The State of Civil Rights Education in the United States 2011*. These model standards suggest ways these four different states might benefit from a few changes. The changes, however, are not prescriptive: there are many ways to achieve such a grade on our metric. Any state’s standards could be constructively revised to achieve a perfect score.

These four sets of standards were revised with the goal of keeping as much of their original language as possible. New or revised content is highlighted in gray; most of the original standards remain in some form. It is our hope that this will create easily adopted models.

The revisions are written to conform to the best practices we found in the field and across the states reviewed for our research for this paper and for *The State of Civil Rights Education in the United States 2011*. They cover the nine essential areas we identified in the 2011 report: events, leaders, groups, history, obstacles, tactics, connection to other movements, connection to current events and connection to civic participation.

Nine Essential Areas for Civil Rights Education

Events	Students should be able to identify key events in the civil rights movement and place them in the correct chronology.
Leaders	Students should learn that the civil rights movement was a movement composed of many individuals rather than due to the initiative of any single person or small group of people.
Groups	Students should be able to identify major groups involved in the civil rights movement.
History	Students should be able to trace the roots of the civil rights movement to slavery through the Civil War and Reconstruction.
Obstacles	Students should identify obstacles to the civil rights movement's success. They should examine the persistence of racism and identify key figures and groups opposing the extension of civil rights.
Tactics	Students should identify and compare tactics such as nonviolent resistance, boycotts, sit-ins, marches, voter registration and Black Power used at different times during the struggle for civil rights.
Connection to other movements	Coverage of the civil rights movement includes connections to other social movements.
Connection to current events	The civil rights movement is linked to current events and concerns.
Connection to civic participation	The civil rights movement is incorporated into civics instruction so that students are encouraged to apply the lessons of the movement when forming their own ideas about effective citizenship.

ALABAMA

ELEMENTARY AND MIDDLE SCHOOL

Third grade

Identify significant historical sites in Alabama, including locations of civil rights activities, including: Montgomery — birthplace of the Confederacy, birthplace of the modern Civil Rights Movement; Tuskegee — home of Tuskegee Institute; Mobile—site of Fort Morgan and the Battle of Mobile Bay; Huntsville — home of the United States Space and Rocket Center; Tusculumbia — location of Ivy Green (birthplace of Helen Keller); Moundville — location of Moundville Archaeological Park; Birmingham — home of Vulcan and Vulcan Park, Birmingham Civil Rights Institute, and Sloss Furnaces National Historic Landmark; Selma—site of voting rights activities.

Fourth grade

- Describe the social, political and economic impact of the Civil Rights Movement on Alabama.
- Identify important people and events of the modern Civil Rights Movement, including Martin Luther King, Jr., George C. Wallace, Rosa Parks, the Montgomery bus boycott, Birmingham church bombing, Selma-to-Montgomery march.
- Identify benefits of the 1964 Civil Rights Act and the 1965 Voting Rights Act.

Sixth grade

- Explain the impacts and mechanisms of segregation, including Jim Crow laws, school segregation, poll taxes and literacy tests.
- Describe the role of major civil rights leaders and significant events occurring during the modern Civil Rights Movement, including Rosa Parks, Martin Luther King, Jr., *Brown versus Board of*

Education; Montgomery bus boycott, student sit-ins, march on Washington, D.C., Freedom Rides, Civil Rights Act of 1964, Malcolm X, *Freedom Summer* and voter registration efforts, Selma-to-Montgomery march.

HIGH SCHOOL

Eleventh grade

Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery bus boycott, the desegregation of Little Rock Central High School, the march on Washington, and the Freedom Rides. Activities should include:

- Tracing the causes of the Civil Rights Movement from slavery through the Civil War, Reconstruction and Jim Crow laws, identifying obstacles to the movement's success, including *de jure* and *de facto* segregation.
- Tracing the federal government's involvement in the modern Civil Rights Movement, including the 24th Amendment's abolition of the poll tax, the desegregation of the armed forces, the nationalization of state militias, *Brown versus Board of Education*, the Civil Rights Acts of 1957 and 1964, the Voting Rights Act of 1965 and the 1968 Civil Rights Act.
- Explaining contributions of individuals and groups to the modern Civil Rights Movement, including A. Philip Randolph, Martin Luther King, Jr., James Meredith, Medgar Evers, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), and the Congress of Racial Equality (CORE).

New or revised content highlighted in gray

- Identifying people and events in Alabama that influenced the modern Civil Rights Movement, including Rosa Parks, Autherine Lucy, John Patterson, George C. Wallace, Vivian Malone, Fred Shuttlesworth, the Children's March, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery march.
- Examining the opposition to the Civil Rights Movement, including the extra judicial enforcement of segregation by the Ku Klux Klan, the formation of the White Citizens Councils and the roles of key symbolic figures such as Bull Connor.
- Evaluating tactics such as boycotts, sit-ins, marches, civil disobedience, nonviolence and voter registration used at different times during the struggle for civil rights.
- Describing the development of a Black Power movement, including the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther Movement.
- Describing the impact of African-American entrepreneurs on the modern Civil Rights Movement. Examples: S. B. Fuller, A. G. Gaston.
- Describing the trajectory of the Civil Rights Movement following the assassination of Martin Luther King, Jr., including Watts and other uprisings, evaluating its accomplishments and remaining objectives.

New or revised content highlighted in gray

FLORIDA

SURVEY OF STANDARDS AND FRAMEWORKS

Florida's *Next Generation Sunshine State Standards* (NGSSS) contain a number of benchmarks specific to the civil rights movement from kindergarten through high school.

The "Remarks and Examples" (abbreviated simply as "examples") in Florida's standards are required content. This is clarified in the new U.S. History EOC (end-of-course) Assessment test item document, which describes remarks and examples as "specific content that should be taught and potentially could be assessed."

ELEMENTARY AND MIDDLE SCHOOL

Grade 4

Identify Florida's role in the civil rights movement. Examples are Tallahassee Bus Boycotts, civil disobedience, and the legacy of early civil rights pioneers, Harry T. and Harriette V. Moore.

HIGH SCHOOL

- Examine the freedom movements that advocated civil rights for African-Americans, Latinos, Asians and women.
- Analyze support for and resistance to civil rights for African-Americans. Examples are the conflict between Orval Faubus and Eisenhower in Little Rock, key symbolic figures such as Bull Connor, bombings in Birmingham and the extra judicial enforcement of segregation by groups like the Ku Klux Klan and White Citizens Councils.
- Trace the causes of the African-American civil rights movement from slavery through the Civil War, Reconstruction and Jim Crow, identifying obstacles to the movement's success, including *de jure* and *de facto* segregation, poll taxes and literacy tests.

- Compare the struggle for African-American civil rights to the struggles for civil rights for women, Native Americans and other minorities.
- Explain the impact of World War II on domestic government policy (e.g., rationing, national security, civil rights, the desegregation of the armed forces, increased job opportunities for African-Americans, women, Jews and other refugees).
- Compare and contrast tactics, including boycotts, sit-ins, marches, civil disobedience, violence, nonviolence and voter registration used by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- Assess key figures and organizations in shaping the civil rights movement and Black Power movement. Examples are the NAACP, National Urban League, SCLC, SNCC, CORE, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X (El-Hajj Malik El-Shabazz), Stokely Carmichael (Kwame Ture), H. Rap Brown (Jamil Abdullah Al-Amin), the Black Panther Party (e.g., Huey P. Newton, Bobby Seale).
- Assess the building of coalitions between African Americans, whites and other groups in achieving integration and equal rights. Examples are Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington, Selma to Montgomery march.
- Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

New or revised content highlighted in gray

Examples are *Plessy v. Ferguson*, *Brown v. Board of Education*, *Swann v. Charlotte-Mecklenburg Board of Education*, *Regents of the University of California v. Bakke*, *Miranda v. Arizona*, *Gideon v. Wainright*, *Mapp v. Ohio* and *Roe v. Wade*.

- Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- Identify the expansion of civil rights and liberties by examining the principles contained in primary

documents. Examples are Preamble, Declaration of Independence, U.S. Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965 and Civil Rights Act of 1968.

- Describe the trajectory of the civil rights movement following the assassination of Martin Luther King Jr., including Watts and other uprisings, evaluating its accomplishments and remaining objectives.

New or revised content highlighted in gray

NEW YORK

ELEMENTARY AND MIDDLE SCHOOL

Grade 5

Martin Luther King, Jr. is included in a list of holidays students should understand for effective citizenship.

Grades 7-8

Unit eleven (“The changing nature of the American people from World War II to the present”)

CONTENT	CONNECTIONS
<p>C. Civil rights movement placed focus on equality and democracy</p> <ol style="list-style-type: none"> 1. Movement’s roots in slavery, Reconstruction and Jim Crow laws. 2. Important executive and judicial decisions supported equal rights 3. <i>Brown v. Board of Education</i> of Topeka (1954) overturned legal basis of segregation. 4. Activists and leaders such as Dr. Martin Luther King Jr. developed strategies to secure civil rights for African-Americans. 5. Groups like the Ku Klux Klan, White Citizens Councils and symbolic figures such as Bull Connor resisted expansion of civil rights. 6. Women, Native American Indians, and others also sought greater equality. 7. Supreme Court moved to protect individual rights: <i>Miranda v. Arizona</i> (1966), <i>Tinker v. Des Moines Independent School District</i> (1969) <p>D. Self-confidence of early postwar years eroded by series of events.</p> <ol style="list-style-type: none"> 1. Assassinations of major leaders: Kennedy, King 2. Nation split over involvement in Vietnam War 3. Groups in society turn to violence to reach their goals. 4. Resignation of President Nixon 5. Oil crisis and skyrocketing inflation 	<ul style="list-style-type: none"> • Analyze the conflict between federal and state law concerning the issue of school desegregation, using primary source documents. • What method did minority groups use in their attempts to gain equal rights? • Create a poster indicating the significant people and events in the struggle for equal rights of a particular minority group. <p>Suggested Documents: Dr. Martin Luther King Jr.’s address at the Lincoln Memorial (1963): “I have a dream ... ,”; Kennedy’s inaugural speech; song, “We Shall Overcome”</p>

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HIGH SCHOOL**Grades 11**

Unit Seven (“World in Uncertain Times: 1950-Present”)

CONTENT	CONNECTIONS
<p>II. Containment and Consensus: 1945-1960</p> <p>C. Domestic Policies</p> <p>2. Civil rights</p> <p>a. A. Philip Randolph and the desegregation of the armed forces.</p> <p>b. Jackie Robinson breaks the color barrier</p> <p>c. <i>Brown v. Board of Education of Topeka</i>, 1954; <i>de jure</i> and <i>de facto</i> discrimination.</p> <p>d. Beginnings of modern civil rights movement</p> <p>(1) Rosa Parks and the Montgomery bus boycott</p> <p>(2) Little Rock: school desegregation, the conflict between Eisenhower and Orval Faubus.</p> <p>(3) Segregation in public transportation ruled unconstitutional</p> <p>(4) Sit-ins, civil disobedience and nonviolent tactics</p> <p>(5) Expanding the right to vote: literacy tests, poll taxes, Mississippi summer, voter registration, Selma-to-Montgomery march</p> <p>(5) Civil Rights Act of 1957</p> <p>III. Decade of Change: 1960s</p> <p>A. The Kennedy Years</p> <p>1. The New Frontier: dreams and promises</p> <p>a. Civil rights actions</p> <p>(1) James Meredith at the University of Mississippi</p> <p>(2) Public career of Dr. Martin Luther King, Jr., Birmingham protest (“Letter from Birmingham Jail”)</p> <p>(3) Assassination of Medgar Evers</p> <p>(4) March on Washington</p> <p>b. Resistance: Birmingham bombings and other extrajudicial enforcement of segregation.</p> <p>B. Johnson and the Great Society</p> <p>3. Continued demands for equality: civil rights movement</p> <p>a. Black protest, pride, and power</p> <p>(1) NAACP (National Association for the Advancement of Colored People): legal judicial leadership, Thurgood Marshall, Urban League</p> <p>b. Case studies</p> <p>(1) SNCC (Student Nonviolent Coordinating Committee): sit-in movement among college students</p> <p>(2) SCLC (Southern Christian Leadership Conference): promote nonviolent resistance, sit-ins, boycotts</p> <p>(3) CORE (Congress of Racial Equality): “Freedom Riders,” James Farmer</p> <p>(4) Testing of segregation laws</p>	<p>Students should understand that in spite of the victory of the forces of integration in the <i>Brown v. Board of Education of Topeka</i> decision, there was much resistance to a broader application of the principle of integration. Students should study various specific events in the civil rights movement from 1955 to 1965, including Mississippi Freedom Summer.</p> <p>- Students should understand that the 1960s witnessed protest movements of peoples of diverse backgrounds (African-Americans, women, Hispanic-Americans, Native American Indians).</p> <p>- Compare and contrast the civil rights movement after 1965 with the earlier phase (1955-1965) in terms of (1) goals, (2) leadership, (3) strategies, and (4) achievements.</p> <p>- To what extent did the civil rights movement influence the demands for equality on the part of Hispanic-Americans and Native American Indians? How successful were their efforts?</p>

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CONTENT	CONNECTIONS
<p>(5) Others: Black Muslims; prominence of Malcolm X: advocating separation of races, separate state in the United States</p> <p>(6) Civil unrest: Watts riot, 1965, as example; Kerner Commission</p> <p>(7) Assassination of Malcolm X (February 1965)</p> <p>c. Legislative impact</p> <p>(1) Civil Rights Act of 1964 (<i>Heart of Atlanta Motel, Inc. v. United States</i>, 1964), modifications since 1964</p> <p>(2) 24th Amendment (eliminating poll tax)</p> <p>(3) Voting Rights Act, 1965</p> <p>(4) Court decisions since 1948 upholding or modifying preferential treatment in employment; equal access to housing; travel and accommodations; voting rights; educational equity</p> <p>(5) Fair Housing Act, 1968</p> <p>d. Current impact. Evaluate the civil rights movement's accomplishments and remaining objectives.</p>	

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WASHINGTON, D.C.

ELEMENTARY AND MIDDLE SCHOOL

Grade 1

CIVIC VALUES

1.2 Broad Concept: Students identify and describe the symbols, icons, songs and traditions of the United States that exemplify cherished ideals and provide continuity and a sense of community over time.

Students:

1. Understand when and why we celebrate Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King Jr. Day, Presidents' Day, DC Emancipation Day, Memorial Day, Flag Day and Independence Day.

Grade 5

5.14. Broad Concept: Students describe the key events and accomplishments of the civil rights movement in the United States.

Students:

1. Explain the impacts and mechanisms of segregation, including Jim Crow laws, school segregation, poll taxes and literacy tests.
2. List and describe the steps toward desegregation, including A. Philip Randolph's proposed 1941 March on Washington, Jackie Robinson and baseball, Truman and the Armed Forces, Adam Clayton Powell and Congress, and the integration of public schools.
3. Identify key figures and strategies used in the Montgomery Bus Boycott, including Rosa Parks.
4. Trace the Freedom Rides and the struggle for expanding the right to vote, including Freedom Summer and the Selma-to-Montgomery March.

5. Describe the opposition to the civil rights movement by individuals and groups, including the Birmingham bombings and the Ku Klux Klan.

6. Explain the growth of the African American middle class.

5.15 Broad Concept: Students describe the broader struggle for civil rights.

Students:

1. Identify key leaders in the struggle to extend equal rights to all Americans through the decades, including César Chávez and Rodolfo "Corky" Gonzales.
2. Explain the movement for women's rights, including differing perspectives on the roles of women.

HIGH SCHOOL

Grade 11

11.11. Students analyze the origins, goals, key events, tactics, resistance to and accomplishments of the civil rights movement in the United States.

Students:

1. Trace the causes of the civil rights movement from slavery through the Civil War and Reconstruction, identifying obstacles to the movement's success including *de jure* and *de facto* segregation.
2. Explain the roots of the 1950s and 1960s civil rights movement in the legal struggles and largely interracial coalition building of the 1940s,

NOTE: *The District of Columbia's U.S. history curriculum for middle grades stops at Reconstruction, therefore the model standards omit content for middle school. Other states that divide their history content differently should consider developing age-appropriate standards for middle school, drawing from states like Arkansas, Illinois, New York and Ohio.*

including strategies used by A. Philip Randolph, the Congress of Racial Equality and the NAACP Legal Defense Fund.

3. Explain the role of *organizations* in the civil rights movement, including the Congress of Racial Equality, the Southern Christian Leadership Conference and the Student Non-violent Coordinating Committee.
4. Describe the legacies and ideologies of key people, including Ella Jo Baker, Martin Luther King, Jr., Thurgood Marshall, Rosa Parks, Jackie Robinson, Malcolm X, and others (e.g., James Farmer, Fannie Lou Hamer, Constance Baker Motley, Stokely Carmichael).
5. Outline the steps toward desegregation, including integration of sports, the armed forces, schools and transportation. Explain key Supreme Court decisions (*Plessy v. Ferguson*, *Brown v. Board of Education*, and *Bolling v. Sharpe*) and movement activities, including the Montgomery Bus Boycott and the Freedom Rides.
6. Explain the 1964 Civil Rights Act, the 1965 Voting Rights Act, the Civil Rights Act of 1968, and the 24th Amendment, with an emphasis on equality of access to education and to the political process.
7. Examine the opposition to the civil rights movement, including the conflict between Orval Faubus and Eisenhower in Little Rock, the extra-judicial enforcement of segregation through diverse tactics such as the formation of the White Citizens Councils and key symbolic figures such as Bull Connor.
8. Evaluate tactics such as boycotts, sit-ins, marches (including the 1963 March on Washington) and voter registration used at different times during the struggle for civil rights.
9. Describe the Black Power and black studies

movements (e.g., the Black Panthers; Organization Us; black-themed film, music and art; and the birth of academic black studies).

10. Describe the trajectory of the civil rights movement following the assassination of Martin Luther King, Jr., including Watts and other uprisings, evaluating its accomplishments and remaining objectives.

11.12 Students analyze the expansion of the civil rights movement in the United States.

Students:

1. Describe the relationships between the African-American freedom struggle and the quests of Native Americans, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
2. Explain the role of institutions, including the League of United Latin American Citizens, or LULAC; the National Council of La Raza, or NCLR; the Mexican American Legal Defense and Education Fund, or MALDEF; and the National Puerto Rican Coalition.
3. Describe the legacies and ideologies of key people, including Dolores Huerta and Raúl Yzaguirre.
4. Describe the birth and the spread of the Chicano Movement, from New Mexico to Denver to Washington, DC, analyzing its moderate and more militant arms, including the Brown Berets, United Farm Workers, Mexican American Political Association, and Raza Unida.
5. Trace the identification of rights of immigrant populations (non-English speakers) by examining a series of legal decisions from the Supreme Court, including *Hernández v. Texas*, *Méndez v. Westminster*, *Plyler v. Doe*, *Lau v. Nichols*, and *Keyes v. Denver*.

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6. Describe the Immigration and Nationality Services Act of 1965 and the effect of abolishing the national origins quotas on the demographic makeup of America.
7. Analyze the women's rights movement launched in the 1960s, including differing perspectives on the roles of women, the National Organization for Women (NOW) and the Equal Rights Amendment (ERA).
8. Evaluate the relevance of struggles for civil rights in the current era, linking current events to past movements for civil rights.

Grade 12

12.8. Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

Students:

1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, and privacy).
2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).
3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service and serving in the military or alternative service.
5. Describe the reciprocity between rights and obligations, that is, why enjoyment of one's rights entails respect for the rights of others.
6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).
7. Evaluate the place of civil disobedience and protest in a democratic society.

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Conclusion

The State of Civil Rights Education in the United States 2011 painted a fairly bleak picture of state requirements for teaching and learning about the civil rights movement. While the forest may not be in good condition overall, this paper shows that many of its trees are alive and well. With some care and relatively straightforward modifications, most states can easily transform their existing standards into outstanding requirements. The four models here show different approaches that are applicable to every state.

In a world where classroom time, especially social studies instructional time, is increasingly at a premium, it is sometimes tempting to opt for breadth of coverage instead of depth. These standards show that states and teachers do not need to make that choice when it comes to one of America's most important historical events. Small changes and attention to detail avoid overburdening teachers while setting the high expectations that our students deserve.



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MEDIA AND GENERAL INQUIRIES

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