

INTRODUCTION

During and after World War II, the struggle for civil rights in America was not only an appeal for equality before the law, but also equality in housing and the workplace. The civil rights movement led to other movements for social change, as individuals realized they could challenge authority in all walks of life. During the 1960s and 1970s, Americans voiced and debated new ideas about freedom, equality, democracy, identity, war, and peace. This session will help participants explore the changes that took place in America as it responded to grassroots calls for “more democracy” in all areas of life.

LEARNING OBJECTIVES

In this session, teachers will

- explore how an expanding and influential mass media simultaneously reflected and reshaped a changing cultural and political landscape;
- understand how individuals and social groups—motivated by the conviction that everyday citizens could bring about positive social change—challenged authorities in schools, churches, corporations, families, and government;
- be able to see the relationship of the initial successes and the momentum of the African American civil rights movement, and the mobilization of communities of color to end discrimination.

Before You Begin

Before the day of the workshop session, familiarize yourself with the reading materials assigned to the participating teachers. Review this facilitator’s guide. Be sure to prepare the correct number of overheads and handouts needed for each activity. Each participant should read the text materials for the unit before attending the workshop (estimated reading time: two hours), and should bring these materials with them to the workshop session. Activities during the session will draw heavily on the content in the text materials, as well as the video.

MATERIALS NEEDED

- This *America’s History in the Making* facilitator’s guide
- Text Materials for Unit 20: *Egalitarian America*
- VHS tape and VCR, DVD and DVD player, or access to streaming video of *America’s History in the Making* video for Unit 20: *Egalitarian America* available at www.learner.org

- Overhead projector
- Multiple copies of handouts (in the Appendix of this guide)
- Pens and paper for participating teachers and facilitator
- Chalkboard, blank transparencies, or overhead for reporting out

OVERHEAD AND HANDOUT INSTRUCTIONS

1. Using Appendix A, “Themes for *Egalitarian America*,” create an overhead transparency.
2. Using Appendix B, “Equal Rights Movements,” create one handout for each participant.
3. Using Appendix C, “Lyrics to ‘The Real Ambassador’,” create one handout for each participant.
4. Using Appendix D, “*The Port Huron Statement*,” create one handout for each participant.
5. Using Appendix E, “*Ms. magazine*,” create one handout of each photograph for each participant.
6. Using Appendix F, “Exploring the Impact of Individuals,” create one handout for each participant.
7. Using Appendix G, “Content Knowledge Assessment Scoring Guide,” create an overhead transparency.

Facilitator’s Note: You may want to prepare overheads of the reflection questions for teachers to reference during the workshop activities.

LEADING THE SESSION

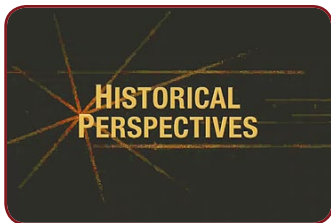
As participating teachers arrive, have an overhead set up that lists the main themes of the unit for teachers to review (Appendix A).

After you have completed any housekeeping announcements, ask one of the teachers to read the themes aloud. Explain that they will expand their understanding of these three themes through activities and video segments that build on the reading they did prior to the workshop session.

Activity 1 (15 minutes)

African Americans, Asian Americans, Latino Americans, and Native Americans organized movements for equal rights through nonviolent and, occasionally, armed protests. These movements helped outlaw racial discrimination, promoted equal opportunity in the workplace, and protected the rights of registered voters.

Hand out the “Equal Rights Movements” graphic organizer (Appendix B). Have the participants recall the civil rights each group of Americans sought to attain, and how each group attempted to accomplish their goals. (Have participants use ideas from the text and their own knowledge of these efforts.)



Watch Video Segment 1:
Historical Perspectives (approximately 10 minutes)

Activity 2 (55 minutes)

Building on the content from the video segment and the text, participants will design a mural honoring different minority groups' efforts to increase their civil rights during the 1960s and 1970s.

Part 1 (15 minutes)

The process of seeking increased civil rights differed for African Americans, Latino Americans, Asian Americans, and Native Americans. Have the workshop participants form groups of two or three, each group focusing on one of the four ethnic groups. Direct the participant groups to refer to the warm-up activity, their reading, and the video, and ask them to consider legal, social, and political efforts made by the ethnic group they are examining. This brainstorm will expand the list from the warm-up by drawing attention to the different realms of society these movements influenced. Have the participants record their answers.

Part 2 (20 minutes)

Ask each group to respond to this prompt:

- If a mural were commissioned for a public space to honor the efforts towards gaining civil rights made by your group, what should it include?

To focus their efforts, have each participant group include at least one person in their mural, along with three political, social, and/or legal efforts. Have them consider the following questions:

1. What symbols would your mural include and why?
2. What physical objects or geographic references might it include?
3. What colors would it use and why?
4. Consider the aesthetic decisions you are making about the mural: Why are you choosing particular styles or colors? How do they help honor the efforts made by the group you are representing?

Part 3 (20 minutes)

Ask each group to come up with two essential questions about the mural they have brainstormed and perhaps sketched. These questions should help the mural's audience to focus on important aspects of the subject's efforts to attain civil rights. Allow each group a chance to share their ideas with the whole class.

Reflection Question

How did the mural help you think more about the efforts of these ethnic groups? How might you use drawings/murals/art with your students to help them think about the civil rights movement?



Watch Video Segment 2:
Faces of America (approximately 10 minutes)

Activity 3 (35 minutes)

The media is a powerful tool to generate support for social causes. Louis Armstrong, Tom Hayden, and Marlo Thomas each successfully used the media to promote their respective social causes. In this activity, participants will examine primary sources and complete a data-gathering matrix that will help them consider effective use of the media to bring about social change.

Hand out one copy of each of the appendices C, D, and E to each participant.

Part 1 (15 minutes)

Encourage participants to reflect on the three figures in the video they just watched, then direct them to the following primary sources:

- Lyrics to “The Real Ambassador,” a composition sung by Louis Armstrong and the Real Ambassadors, composed and written by Dave and Iola Brubeck (Appendix C)
- *The Port Huron Statement* by Thomas Hayden and the Students for a Democratic Society (SDS) (Appendix D)
- Images of Marlo Thomas and her co-founders of *Ms.* magazine (Appendix E)

Part 2 (20 minutes)

Bring the group back together to consider the civil rights era as a whole. Have participants consider the overarching ideas being challenged during this time period through discussing the following questions:

1. What social norms or legal issues were being questioned/ challenged?
2. Who were the main spokespeople behind these challenges?
3. What other groups were involved in civil rights reform?

Following this discussion, ask the whole group to brainstorm a list of civil rights issues currently in the media (consider all media such as music, reality TV, newspapers, books, popular internet sites, etc.). With this list of issues in mind, have the participants suggest how the media today could be used to raise awareness about a particular civil rights issue that affects minority groups. Also, prompt the participants to talk about which types of media are most successful today and why. How has that changed since the 1960s and 1970s? What are some reasons for this change?

Reflection Questions

1. What ideas would help your students realize that individuals can make a difference in transforming society through public engagement?
2. Who are some Americans that exemplify this idea?
3. How might your students learn about them?



Watch Video Segment 3: Hands on History

(approximately 5 minutes to the end of the tape)

Activity 4 *(10 minutes)*

Memorials and monuments are often controversial. Using the Crazy Horse monument and other forms of memorials [like the Vietnam Veterans' Memorial (The Wall), or the Smithsonian's exhibition of the Enola Gay B-29 plane that dropped the atomic bomb] as examples, discuss as a group why controversy is often embedded in efforts to memorialize events or people.

Return to the mural plan the participants developed earlier in the workshop (Activity 2, Part 2). What views about the events or persons depicted in the murals could cause objections and/or controversy?

Activity 5 (15 minutes)

In the introduction to this unit, participants learned about the organized movements by African Americans, Asian Americans, Latino Americans, and Native Americans for equal rights through nonviolent and, occasionally, armed protests. Following the Historical Perspectives video segment, the participants developed further understanding of the content by designing a mural honoring different minority groups' efforts to increase their civil rights during the 1960s and 1970s. The Faces of America introduced participants to Louis Armstrong, Tom Hayden, and Marlo Thomas. These three people each successfully used the media to promote their respective social causes.

This final activity serves as a conclusion to this session of the workshop. It provides participants an opportunity to reflect on what they have learned from the text and the workshop activities. This activity also reviews the Scoring Guide, which participants will use to assess their understanding of the content and historical thinking skills learned in this unit.

In previous activities, participants worked either in small groups or with the full group to complete the activities. For this activity, participants should work alone to reflect on what they've learned and then write their answers on paper (or type them on a computer). This final activity also models the type of assessment that the participants will be required to take to receive credit for the course.

Direct them with the following statements:

1. Reread the lyrics to “The Real Ambassador” in Appendix C. Provide a written analysis about how these lyrics help you explore the theme: “An expanding and influential mass media simultaneously reflected and reshaped a changing cultural and political landscape.”
2. On the same page, describe what historical thinking skills you used in your analysis. What specific aspects of the artifact helped you understand the theme better?

As a whole group, look at the criteria for full credit on the Content Knowledge Assessment Scoring Guide (Appendix G). Ask participants to review what they wrote and share the types of answers that they believe will result in a score of 3 or 4.

APPENDICES – *Egalitarian America*

- A: “Themes for *Egalitarian America*”
overhead transparency
- B: “Equal Rights Movements”
one handout for each participant
- C: “Lyrics to ‘The Real Ambassador’ ”
one handout for each participant
- D: “*The Port Huron Statement*”
one handout for each participant
- E: “*Ms. magazine*”
one handout for each participant
- F: “Exploring the Impact of Individuals”
one handout for each participant
- G: “Content Knowledge Assessment Scoring Guide”
overhead transparency

Appendix A: Themes for *Egalitarian America*

THEME 1

Inspired by the momentum of the African American civil rights movement, communities of color mobilized to end discrimination, but faced internal tensions and external resistance.

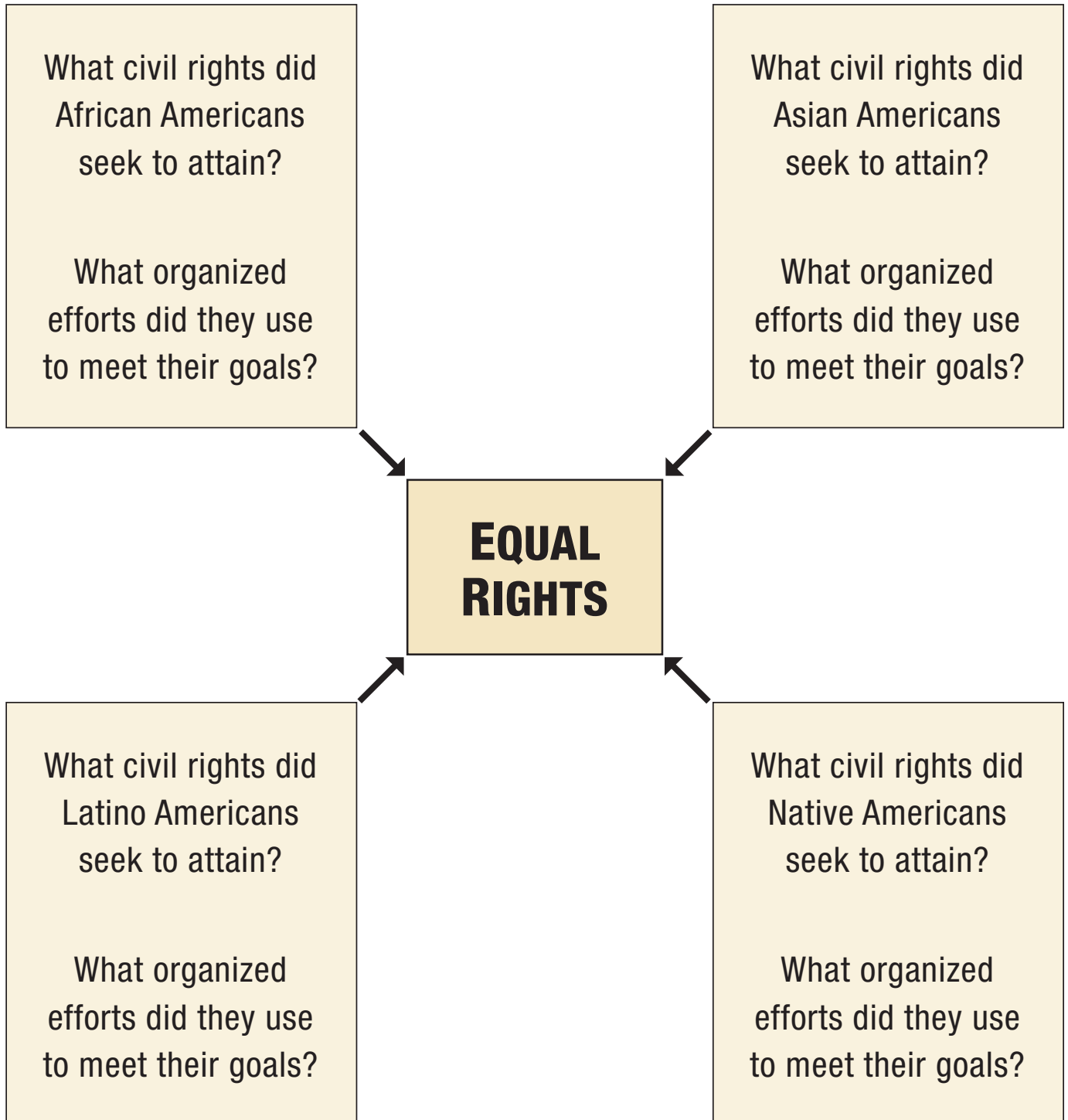
THEME 2

Motivated by the conviction that everyday citizens could bring about positive social change, movements and individuals challenged authority in schools, churches, corporations, families, and government.

THEME 3

An expanding and influential mass media simultaneously reflected and reshaped a changing cultural and political landscape.

Appendix B: Equal Rights Movements



Appendix C: Lyrics to “The Real Ambassador”

“The Real Ambassador” — Dave and Lola Brubeck

Who’s the real ambassador?

It is evident we represent American society
Noted for its etiquette, its manners and sobriety
We have followed protocol with absolute propriety
We’re yankees to the core

We’re the real ambassadors
Though we may appear as bores
We are diplomats in our proper hats
Our attire becomes habitual, along with all the ritual

The diplomatic corps
Has been analyzed and criticized by NBC and CBS
Senators and congressmen are so concerned they can’t recess
The State Department stands and all your coup d’etat have met success
They caused this great uproar
Who’s the real ambassador, yeah, the real ambassador?

Louis:

I’m the real ambassador.
It is evident I was sent by government to take your place
All I do is play the blues and meet the people face-to-face
I’ll explain and make it plain, I represent the human race
I don’t pretend no more

Who’s the real ambassador?
Certain facts we can’t ignore
In my humble way I’m the USA
Though I represent the government
The government don’t represent some policies I’m for

Oh we learned to be concerned about the constitutionality
In our nation segregation isn’t a legality
Soon our only differences will be in personality
That’s what I stand for!
Who’s the real ambassador, yes, the real ambassador?

Dave and Lola Brubeck, “THE REAL AMBASSADOR” (n.d.).
Used by Arrangement with Derry Music Company.

Appendix D: *The Port Huron Statement*

Introductory Note: This document represents the results of several months of writing and discussion among the membership, a draft paper, and revision by the Students for a Democratic Society national convention meeting . . . It is represented as a document with which SDS officially identifies, but also as a living document open to change with our times and experiences. It is a beginning: in our own debate and education, in our dialogue with society . . .

As a social system we seek the establishment of a democracy of individual participation, governed by two central aims: that the individual share in those social decisions determining the quality and direction of his life; that society be organized to encourage independence in men and provide the media for their common participation.

In a participatory democracy, the political life would be based in several root principles:

that decision-making of basic social consequence be carried on by public groupings;

that politics be seen positively, as the art of collectively creating an acceptable pattern of social relations; that politics has the function of bringing people out of isolation and into community, thus being a necessary, though not sufficient, means of finding meaning in personal life; that the political order should serve to clarify problems in a way instrumental to their solution; it should provide outlets for the expression of personal grievance and aspiration; opposing views should be organized so as to illuminate choices and facilities the attainment of goals; channels should be commonly available to related men to knowledge and to power so that private problems — from bad recreation facilities to personal alienation — are formulated as general issues.

The economic sphere would have as its basis the principles:

that work should involve incentives worthier than money or survival. It should be educative, not stultifying; creative, not mechanical; selfdirect, not manipulated, encouraging independence; a respect for others, a sense of dignity and a willingness to accept social responsibility, since it is this experience that has crucial influence on habits, perceptions and individual ethics; that the economic experience is so personally decisive that the individual must share in its full determination; that the economy itself is of such social importance that its major resources and means of production should be open to democratic participation and subject to democratic social regulation.

Like the political and economic ones, major social institutions — cultural, education, rehabilitative, and others — should be generally organized with the well-being and dignity of man as the essential measure of success . . .

As students, for a democratic society, we are committed to stimulating this kind of social movement, this kind of vision and program in campus and community across the country. If we appear to seek the unattainable, it has been said, then let it be known that we do so to avoid the unimaginable.

Tom Hayden, *The Port Huron Statement*, Students for a Democratic Society (SDS) and the Student Department of the League for Industrial Democracy, 1962.

Appendix E: *Ms.* Magazine



Context: Marlo Thomas was a co-founder of *Ms.* magazine. First as a “one-shot” insert in *New York Magazine* and later as a regular publication in 1972. Left to right: Letty Cottin Pogrebin (founding editor), Marlo Thomas, Gloria Steinem, and Patricia Carbine

Item 5700
Unknown, FOUNDERS OF *MS.* MAGAZINE (n.d.).
Courtesy of Open Road Productions.

Appendix E: Ms. Magazine



Context: The women's movement spawned a number of publications that attempted to give women greater control over various aspects of their own lives. The book *Our Bodies, Ourselves* and *Ms.* magazine were two important sources in that effort.

Item 5854
Ms., MAY cover (1982). Courtesy of *Ms.* magazine.

Appendix F: Exploring the Impact of Individuals

PERSON	How did this person gain a “platform” and the respect of people to speak out on social issues? What risks did s/he take in order to speak about this issue?	What social problem(s) did this person seek to correct/address? How did s/he go about doing this?	Did change happen? How effective were his/her efforts?
Louis Armstrong			
Tom Hayden			
Marlo Thomas			

Appendix G: Content Knowledge Assessment Scoring Guide

Points	Description
4	<p>Exceeded Expectations—The answer met all of the expectations (see the description “Fully Met Expectations” below) and exceeded those expectations by demonstrating advanced understanding in any of the following ways:</p> <ul style="list-style-type: none"> • Provides rich and detailed historical knowledge • Questions, critiques, or extends the theme • Uses the exhibit to provide an in-depth analysis of the era • Refers to one or more additional and relevant primary sources
3	<p>Fully Met Expectations—The answer responds to the prompt in all of the following ways:</p> <ul style="list-style-type: none"> • Demonstrates how the exhibit supports the theme • Draws on relevant historical knowledge to connect the exhibit to the theme • Demonstrates an understanding of the theme • Provides relevant historical knowledge of the era • Provides an analysis of the exhibit
2	<p>Partially Met Expectations—The answer did not meet all of the expectations (see the description “Fully Met Expectations” above) but did demonstrate understanding in all of the following ways:</p> <ul style="list-style-type: none"> • Demonstrates understanding of the theme, though understanding may be incomplete • Provides relevant historical knowledge of the era • Provides analysis of the exhibit that may be limited
1	<p>Did Not Meet Expectations—The answer did not meet expectation because of one or more of the following statements:</p> <ul style="list-style-type: none"> • Did not address the theme • Did not demonstrate historical knowledge of the era • Did not discuss or misinterpreted the exhibit
0	<p>Did Not Answer—The answer did not address the prompt.</p>



NOTES
