

Lesson Plan 3:

Analyzing Documents about Community Organizations in Civil Rights Protests

Purpose/Rationale: This lesson focuses on the process of analyzing documents and writing the DBQ essay: Was it the activities of local or national organizations that most closely addressed the needs of African Americans in Portland?

Lesson Objectives: Students will be able to analyze the meaning of primary source documents and use them to support answering an historical question.

Common Core Standards:

9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10.RH.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Oregon Department of Education Social Studies Standards:

HS.6 Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.

Time Needed: 90 minutes—may need part of an additional class to finish the DBQ

Materials Needed:

- Computer/Projector
- DBQ Handout

Instruction:

1. Ask students to pull out DBQ packets and SOAPs sheets. Ask students to quickly scan the documents they analyzed in the previous class. Students share with their partner or small group What document was most surprising/interesting and why? After sharing, ask for a few students to report to the whole class and discuss as appropriate. 10 Minutes
2. Assess degree of completion of SOAPs sheets. Provided a healthy majority of students are fully completed, create pairs or small groups such that students who need additional SOAPs information can ask finished classmates to “teach” them the missing information.

3. Reassemble students as a complete class. State that we will be using our knowledge of the documents and our SOAPs sheets to complete the questions beneath each document. Tell the students we will begin by completing the first document as a class. State the question and model the formulation of an appropriate answer. 25 Minutes
 - a. The following questions and model answers relate to Document 1: You can't win by yourself.
 - i. What are the stated goals of the NAACP national organization?
ending lynching, ending debt slavery of sharecroppers, ending disenfranchisement, abolition of injustices in legal procedures, equitable distribution of funds for public education, end of segregation or discrimination based on color or race, equality of work opportunity and equal pay for equal work.
 - ii. Do the organization's goals relate to problems faced everywhere in the country, or in particular areas, or both? *The NAACP's goals spoke both to Oregon's needs as well as arguably more serious needs in other parts of the country.*
4. Model your thought process in deciding how to answer the question and in identifying what information from the document relates to the question. For example:
 - a. *"When I saw the word 'goal' in the first question, I knew I needed to scan the document for things the NAACP wanted to get done/accomplish. That is why I wrote down 'ending lynching, ending debt slavery, etc. Also, I noted this list of things to accomplish came after the word 'objective' which is a synonym for 'goal.'"*
 - b. *"Based on what I know about Oregon, lynching, disenfranchisement and sharecroppers were not major concerns for African Americans. However, all of the other factors related to concerns of African Americans in Oregon."*
5. Ask students to write the model answer on their DBQ sheets.
6. Next, arrange students in groups of two or three and ask them to individually answer the questions for Document 2 (Letter to Legislators from NAACP Portland). Next, instruct students to, within their groups, read their answer aloud and share what information in the document they felt related to the question. (10 min)
7. Within their groups students will discuss which answer(s) best respond to the question. Students may then revise their answers following group discussion if they choose. Students will then proceed through the remaining documents in the same manner. (25 min)
8. Once students have completed guiding questions, reassemble students as a complete class. State that the class will now begin drafting their response to the

DBQ prompt. Remind students that they will use documents as well as general background information to respond to the prompt. Remind students that they should formulate a thesis statement relating to the prompt and that their remaining paragraphs should support that thesis statement.

9. Ask for a volunteer to remind everyone what a thesis statement is. Clarify as needed. Ask students to individually draft thesis statements relating to the DBQ prompt. Once a majority of students have completed their thesis statements, ask the remainder of the class to pause. Then, ask a few students to share out their draft thesis statements. (10 min)

10. Ask students to begin responding to the prompt/drafting their DBQ essay. Strongly suggest they formulate a brief outline of their response. For example, suggest they decide what main ideas support their thesis statement. Each of the main ideas could be a body paragraph in the DBQ essay. Students should decide on their outline which of the documents they will use to support each idea. (Essentially, they should use their brief outline to decide what documents will be used in each paragraph.)

11. Inform students that if essay is not finished in class, it will become homework. Circulate around room answering questions and watching for students who are simply describing documents without having formulated a thesis statement or outline. Possibly adjust in-class writing time if needed. Also, identify any students requiring additional individual or small-group assistance on DBQ writing.

Assessment of Student Learning:

During the next class collect DBQ essays and evaluate student understanding and common core process skills in accordance with DBQ scoring rubric.

Modification/Extensions:

For skilled writers who may complete the assignment extraordinarily quickly, require them to use the internet or their textbook to search for two additional facts/pieces of information about the activities of the national NAACP in this period. Require them to attach a brief summary of this information and to reference at least one of the additional facts/pieces of information in their DBQ response.

Supplementation Materials/Handouts:

Community Organizations and the Civil Rights Movement in Oregon DBQ

Directions: The following question is based on the accompanying Documents 1 – 8. (The documents have been edited for the purpose of this exercise.) This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses at least five (5) of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. *Does not simply summarize the documents individually.*
- Takes into account both the sources of the documents and the authors' point of view.

You may refer to relevant historical/background information not mentioned in the documents.

Document 1

THE National Association for the Advancement of Colored People is an inter-racial organization with 400 branches, founded by leading Americans in 1910.

Its specific objectives are (a) the ending of lynching, (b) the ending of peonage and the debt slavery of Southern sharecroppers and tenant farmers, (c) the ending of disfranchisement, (d) the abolition of injustices in legal procedure, particularly criminal procedure, based solely upon color or race, (e) equitable distribution of funds for public education, (f) abolition of segregation, discrimination, insult and humiliation based on race or color, and (g) equality of opportunity to work in all fields with equal pay for equal work.

You Can't Win By Yourself!
You Must Organize!

JOIN THE N. A. A. C. P.

Question:

1. Was it the activities of local or national organizations that most closely addressed the needs of African Americans in Portland?
2. What are the stated goals of the NAACP national organization?
3. Do the organization's goals relate to problems faced everywhere in the country, or in particular areas, or both?



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NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

PORTLAND BRANCH: 833 N. E. SHAYER, PORTLAND (12) OREGON TELEPHONE: GARfield 3037

NORTHWEST AREA CONFERENCE: 212 East 54th Loop, Vancouver, Washington

NATIONAL OFFICE: 20 West 40th Street, New York 18, New York

WEST COAST REGIONAL OFFICE: Suite 604, 101 Post Street, San Francisco 8, Calif.

May 8, 1957

TO MEMBERS OF THE MULTNOMAH DELEGATION OF THE LEGISLATURE:

This organization meets regularly each month on the third Sunday of the month at the Williams Avenue YWCA, N.E. Tillamook and Williams, at 4:00. You know that we would be happy to see you at any time that you would care to come to one of our meetings, but we would be especially happy if you could come this month, on May 17, which we have set aside for a report from our Legislators. We are also asking those members of the Legislature who are within easy distance of Portland.

We are particularly interested in hearing about the following:

1. Housing
2. Social Welfare
3. Education (Especially Portland State)
4. Labor Legislation
5. Reapportionment and what happened to it
6. The domicilliary hospital for the aged and what happened to it
7. An intermediate institution for young first offenders, etc.

Of course the civil rights measure is of deepest interest to us, and we are especially proud that every member of the Multnomah delegation voted for it. But most of our members are well informed upon this, and we would therefore like to learn more about some of the other legislation that was before this session.

Will you let us know if you can attend?

Very sincerely yours,

Otto G. Rutherford
Otto G. Rutherford
PRESIDENT

Ulysses G. Plummer, Jr.
Ulysses G. Plummer
LEGISLATIVE CHAIRMAN

P.S. We hate to have to apologise for sending duplicate letters to you-- because each one deserves a personal letter, but we are a wholly volunteer organization and we have to be merciful to our volunteers. OGH.

PORTLAND BRANCH OFFICERS: President, OTTO G. RUTHERFORD - Vice President, LORNA J. MARPLE - Second Vice President, U. H. LEVERETT - Secretary, HERBELL RUTHERFORD - Treasurer, HERMAN C. PLUMMER - Corresponding Secretary, VICTORIA JACKSON - Chairman of Legal Redress and Legislation, ULYSSES G. PLUMMER - Youth Chairman, ROBERT HERNDON - Church Chairman, J. HAROLD JONES II - Education Chairman, THOMAS VICKERS - Community Coordination Chairman, BETH MAEPNER - Special Funds Chairman, EDGAR WILLIAMS.

Question:

1. What may have been the purpose of inviting local legislators to a local Portland Branch meeting of the NAACP?
2. Are the issues of concern identified in this letter primarily local or national in scope?

Document 3

The following document by noted historian Quintard Taylor describes the various strategies used by Civil Rights leaders across the nation.

"JUSTICE IS SLOW BUT SURE": THE CIVIL RIGHTS MOVEMENT IN THE WEST: 1950-1970

Quintard Taylor*

Civil rights campaigns in the American west suggest a third alternative [to achieve their goals]. This movement was a national transformation, an energizing of small and large African American communities in the North and West as well as the South, which was certainly inspired by national goals and leadership, but which also pursued a distinct local agenda. For African American westerners, the Movement was not simply a television report of police dogs set on demonstrators in distant Birmingham or Alabama State Troopers confronting voting rights marchers at the Edmund Pettus Bridge outside Selma. It was instead the campaign of ordinary people to end job bias or school segregation in local communities as diverse as Berkeley, Omaha, San Antonio, Phoenix, Wichita, Seattle and Las Vegas.'

Question:

1. What made the campaigns in the West different than other parts of the county?
2. Where did the campaigns in the West look to for inspiration?

Document 4

The following document is about the use of protest and the media to bring awareness to the cause of Civil Rights. National leaders such as Martin Luther King, Jr. used a nonviolence, non-cooperation strategy to expose the level of violence committed by the police and others on the African American community. As you read the passage, think about the level of coordination that is taking place inside the Civil Rights movement.

To achieve reform the movement actively sought support from white liberals and the federal government. Often protests were initially spontaneous and focused on local or specific goals. Marches, sit-ins, freedom rides and boycotts started in this manner. These actions were reliant on the local black community wearing down the white community and especially its business sector to the point where they pressured the white authorities for change. The formation of new civil rights organizations, notably King's Southern Christian Leadership Conference (SCLC), allowed

the movement to fashion national objectives. These consisted of the achievement of federal support for segregation and the enactment of civil rights legislation. The SCLC provoked southern white violence by staging specific campaigns in racially tense cities like Birmingham and Selma. Police brutality was transmitted to the nation through the media. Particularly television, creating great sympathy for the movement in the north. A member of Congress viewed the graphic beatings in Selma as an exercise in terror. King and others used this sympathy to push for the civil rights legislation. The reverse was that moderate leaders avoided certain protests to maintain federal support. King even stopped a march in Selma midway to appease President Lyndon Johnson. Targeted mass protests were the mainstay of the non-violent civil rights movement.

Question:

1. How can a nonviolent, non-cooperation strategy bring attention to police brutality?
2. Why might national, charismatic leaders be important when organizing these highly tense protests involving the police?

Document 5

Notes from a 1953 meeting of the Portland Branch of NAACP discussing how to respond to continued reports of the Egyptian Theatre requiring black patrons to sit in the balcony:

“... The Committee after receiving no reply to the letter sent to the Egyptian Theater regarding this policy of segregation decided to picket the theater. The...board members discussed the proposed picketing thoroughly and decided the ...steps should be:

1. Before picketing begins send letters to all organizations interested in race relations requesting their ... support.
2. Contact all the ministers requesting them to bring it to the attention of the public by speaking on their segregated policy.
3. Follow up the letter with a telephone call for an appointment with the management.
4. Carry out a total community education campaign—a door to door circulation of handbills, flyers.
5. Theater patrons entering the theater be handed handbills.
6. Communication be disseminated wisely to race relations in the community.
7. Radio Time—perhaps?

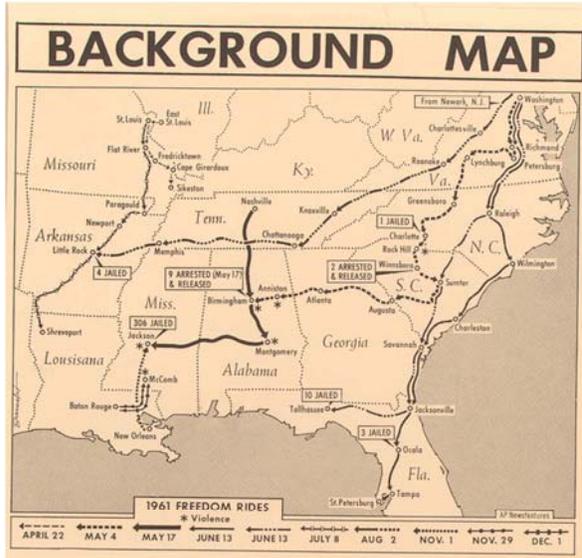
The Board would recommend picketing providing all other means are exhausted and the pickets are so organized that the organization would have a reasonable degree of success.”

Question:

1. Why would the Portland NAACP respond to segregation at the Egyptian Theatre with steps other than picketing?

Document 6 & 7

These two documents refer to the Freedom Rides of 1961. In an effort to desegregate public transportation, both Black and White student protesters from the North rode public busses through the South, often encountering violence on their journey.



Question:

1. What states did the Freedom Rides go through?
2. In the photograph, how would you describe the riders?
3. How important to the Civil Rights movement would support from outside the South have been in making changes in the South?

Document 8

These documents highlight the connection between national issues and local organizations. The photograph is from a locally organized rally for the Civil Rights leader Medgar Evers who was murdered in Mississippi. Evers's work included investigating high-profile racial murders, and desegregating Mississippi's beaches and universities. Evers was a World War II veteran who was assassinated in front of his home. He was rushed to a hospital that initially refused to admit him because of his color; he died shortly thereafter. The document below the photograph was published by the Oregon NAACP to publicize the rally.



NAACP IS THE ONLY organization functioning in Mississippi today that is concerned with race relations--and NAACP is doing it underground today. Are you going to let those brave people who are really "on the firing line" down? Of course not. Things are better in Portland Oregon than in Belzoni or Sumner Mississippi-- but if we stop helping our Southern brothers because we are comfortable by comparison it may be one step towards bringing Mississippi conditions to the rest of the country. Ever think of that?

Question:

1. What do you notice about the people in the photograph? How would you describe them?

2. How does the NAACP characterize the difference between Oregon and Mississippi?

3. Why would the NAACP in Portland organize a protest march for Evers?

DBQ Scoring Rubric

Communication ALT 2 *I can use language and style that is appropriate to the content area.*

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
Language and style are used skillfully in a manner appropriate to the content area. This may mean: I show careful thought and consideration in the format I use to present my ideas. I use language and style with precision in order to convey my ideas. I communicate in a manner that captures my audience.	Language and style is appropriate to the content area. This may mean: I can use a format that is appropriate to the purpose I use language effectively to communicate my ideas. I can communicate in a way that is compelling and engaging	Language and style may not be appropriate to the content area, or may not be used effectively. This may mean: I may struggle to use a format that is appropriate to the purpose. I may not use language or style effectively to communicate my ideas. My language may not engage my audience effectively.	Language and style is not appropriate to the content area. This may mean: I don't use a format appropriate to the content area or purpose. I put little to no thought into using language and style carefully to communicate my ideas. I do not communicate in a way that engages people.

Critical Thinking-Analysis ALT 5 *I can justify and support arguments or interpretation with appropriate evidence.*

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
Arguments or interpretations are justified and supported with appropriate evidence. Possible counterclaims or limitations are addressed. This may mean:	Arguments or interpretations are justified and supported with appropriate evidence. This may mean:	There is an attempt to justify and support an argument or interpretations, but it is limited or irrelevant. This may mean:	There is little or no attempt to justify and support an argument or interpretation. This may mean: The evidence I use to support my opinion or

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
<p>My use of evidence is appropriate to the opinion/conclusion and uses a range of examples/support.</p> <p>I support a conclusion by thoughtfully explaining and refuting alternate positions, using counterclaims to strengthen my own idea.</p>	<p>I use evidence that is appropriate to the opinion or conclusion.</p> <p>I support an opinion or conclusion by explaining and refuting alternate positions.</p>	<p>I use some evidence to support the opinion or conclusion; my evidence may not always be appropriate.</p> <p>I support an opinion or conclusion by either explaining or refuting alternate positions.</p>	<p>conclusion is inaccurate, irrelevant or incomplete.</p> <p>I don't acknowledge counterarguments when making my own argument or conclusion.</p>

Knowledge ALT 19 *I can explain the role and impacts of social hierarchies.*

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
<p>I demonstrate detailed, accurate knowledge and understanding relevant to the task, and use relevant historical information and concepts effectively. This may mean:</p> <p>I can explain the meaning of "societal hierarchy".</p> <p>I can evaluate various reasons for and consequences of a societal hierarchy.</p> <p>I can compare the impacts of a societal hierarchy using a various historical case studies.</p> <p>I can evaluate how societies treat those with the least power.</p>	<p>I demonstrate sufficient knowledge and understanding relevant to the task or use relevant historical information and concepts. This may mean:</p> <p>I can define the meaning of "societal hierarchy".</p> <p>I can identify various reasons for and consequences of a societal hierarchy.</p> <p>I can explain the impact of a societal hierarchy using a specific historical case study.</p> <p>I can examine how societies treat those with the least power.</p>	<p>I demonstrate some knowledge and understanding related to the task. I use little or no specific historical information and concepts. This may mean:</p> <p>I can define the meaning of "societal hierarchy", but with limited detail or clarity</p> <p>I can identify some reasons for and consequences of a societal hierarchy.</p> <p>I can explain the impact of a societal hierarchy.</p> <p>I can describe how societies treat those with the least power.</p>	<p>I have made an attempt, but do not reach a standard described by the higher proficiency levels. This may mean:</p> <p>I struggle to define the meaning of "societal hierarchy".</p> <p>I can identify a reason for and consequence of a societal hierarchy.</p> <p>I struggle to explain the impact of a societal hierarchy.</p> <p>I struggle to describe how societies treat those with the least power.</p>