

LESSON PLAN FOR VIRGINIA PATHWAYS EPISODE 5 SEGMENT 1: OVERVIEW OF CIVIL RIGHTS

Video Segment Summary

Running Time 3 minutes, 26 seconds

Opening

Robert, his grandparents, and his friend, Kelly, are talking in the living room of the grandparents' house. Mr. Harris has agreed to attend Living History Day at Robert's school and talk about the changes he has seen in his lifetime. They are looking through an old photo album. Kelly asks if everyone in the school was African-American. Mrs. Harris replies that it was against the law for African-Americans and whites to associate with each other. Robert comments that they learned about Separate But Equal in school. Mrs. Harris responds, "Well, they were separate all right, but they weren't always equal."

Text from Insert

Civil Rights are personal liberties that are so important that they are listed as individual rights guaranteed to U.S. citizens by amendments to the United States Constitution and by acts of Congress.

Even before the colonies joined together to form the United States, defining the rights of Americans was often a subject for debate. It was Thomas Jefferson, a Virginia slave owner, who wrote in the Declaration of Independence "that all men are created equal; that they are endowed by their Creator with certain unalienable rights."

But it wasn't until after President Lincoln signed the Emancipation Proclamation in 1863 and after the Civil War ended that the process of gaining legal equality for all Americans really started. The period immediately after the war was known as Reconstruction during which Congress and the states took action to insure equality under the law. Starting in 1865 amendments to the US Constitution abolished slavery, forced states to recognize rights of all citizens, and gave former slaves the right to vote.

Still, at every step along the way, people fighting for equality had to battle prejudice, the belief that some kinds of people are better than others, and discrimination, the act of giving better treatment to one group of people over another group.

And it was not just African Americans who have had to work for equality. For example, women weren't given the right of suffrage, allowed to vote, until 1920 when the 19th Amendment to the U.S. Constitution was passed. American Indians, immigrants, and disabled people faced discrimination at many times in our history. The process of making all members of our society equal goes on even today.

The insert ends here with video clips of women carrying posters.

Segment 1: Overview of Civil Rights

Learning Objectives

As part of learning SOL 4.5 *a* and *b*, the student will be able to:

- explain the impact of the Emancipation Proclamation on political and social life in Virginia;
- discuss the impact of segregation on political, social, and economic life in Virginia;
- explain the impact of Reconstruction on political and social life in Virginia; and
- define the following words in context: *abolished, act of Congress, amendment, civil, civil rights, defining, discrimination, emancipation, endowed, exhibit, guaranteed, liberties, prejudice, proclamation, proof, reconstruction, rights, separate, separate but equal, suffrage, and unalienable.*

Pre-Viewing Activities

1. Complete the *Anticipation Guide* and the first two columns of the KWL Activity sheet.
2. Use the *Word Meaning Prediction Chart* to introduce some of the vocabulary words.
3. Distribute green slips of paper to half of the students, and yellow slips of paper to the other half of the students. Tell the students holding the green papers that they may line up first to get drinks. Then tell students holding the yellow papers that they have to line up behind the others, but they may not use the drinking fountain because it is only for students having green papers. Ask students in each group how they feel, and what should be done about the situation. Tell them the video they will be watching deals with the issue of civil rights in Virginia and in the whole United States.

Focus for Viewing

Explain that this video segment explains the meaning of words related to civil rights. It also gives background information about the beginning of the civil rights movement in the United States. Ask students to watch and listen for the answers to the following questions:

- What are civil rights?
- How did civil rights for African Americans change after the Civil War?
- Which other groups have had to work for equality?

Segment 1: Overview of Civil Rights

Viewing Activities

1. Begin playing the video.
2. **Pause Point:** Stop the video after the grandmother says, “Well, they were separate but they weren’t always very equal.” The scene fades from the grandmother to video clips of protesters. Tell students the next part of the video will show paintings, photographs, and video clips related to civil rights.

Resume playing the video.

3. **Pause Point:** Stop the video during the insert, after the narrator says, “ with certain unalienable rights.” The video shows the Declaration of Independence. Read the quote from the Declaration of Independence in the definitions on page 13 of this guide.

Resume playing the video.

4. **Pause Point:** Stop the video after the narrator says, “The process of making all members of our society equal goes on even today. The video shows a video clip of a large gathering. This is the end of the first segment of the video. use the Post-Viewing Activities, Assessment, Action Plan, and Extension Activities for Segment One before showing the next segment of the video.

Post-Viewing Activities and Questions

1. Discuss the *Focus for Viewing* question in small groups. Have groups report their answers to the class.
2. Complete the *Note Taking Activity Sheet*. Either replay the video segment and have students take notes as they listen, or have them complete the activity sheet and watch the video segment again to check their answers.
3. Complete the *KWL Activity Sheet* and the *After Viewing* section of the *Anticipation Guide*.
4. Use the *Words in Context Graphic Organizer* to study important vocabulary words.
5. Use any or all of these additional questions. You may want to replay the video segment and have students find the answers as they watch and listen.
 - What did Mrs. Harris say about the “separate but equal” schools?
 - What are civil rights?

Segment 1: Overview of Civil Rights

- In the Declaration of Independence, what did Thomas Jefferson say about the rights of Americans?
- When did the process of gaining legal equality for all Americans really start?
- What was the period called that immediately followed the Civil War? What happened during that time?
- What is prejudice? What is discrimination?
- When did women receive the right to vote? What is this right called?

Assessment

1. Use the test included in this Study Guide as a formal assessment.
2. Use *the Note Taking Activity Sheet, 3-2-1 Graphic Organizer, The Important Thing Graphic Organizer*, or any of the Post-Viewing or Extension Activities in this Study Guide as an informal assessment.

Action Plan

1. Interview someone who was alive during the 1950s. Ask them about the topics discussed in the video segment: civil rights, separate but equal resources, and discrimination. Prepare a report and give it to the class.
2. Turn off the sound on the video. Use the photographs, illustrations, and video clips to summarize the important information in the video.

Extensions

1. **Reading/Literature**
Read one of the books from the reading list in this Study Guide. Make an illustrated poster giving the title, author, genre, and a summary of the book.
2. **Technology**
Use an online encyclopedia or one of the other sources mentioned in the vocabulary section to find out more about the Civil War, Reconstruction, or the Emancipation Proclamation. Give an oral report to the class.
3. **Writing**
Take the point of view of a newly freed African American just after the end of the Civil War. Write a journal entry describing the living conditions, problems, and events of your life.
4. **Research**
Conduct research to find out what happened to your county, city, or town during

the Reconstruction period. Share your findings with the class.

Name _____ Date _____

**ANTICIPATION GUIDE FOR VIRGINIA PATHWAYS EPISODE 5
SEGMENT 1: OVERVIEW OF CIVIL RIGHTS**

Directions: Read each sentence before you watch the video. In the *Before Viewing* column place a check mark next to each sentence you think is correct. After you watch the video, put a check in the *After Viewing* column next to each sentence you know is correct. Which of your ideas stayed the same? Which changed? Why?

Before Viewing		After Viewing
___	1. Civil rights are listed in amendments to the United States Constitution.	___
___	2. The phrase “separate but equal” means that people of all races go to school together in the same school.	___
___	3. President Washington signed the Emancipation Proclamation.	___
___	4. The Emancipation Proclamation gave women the right to vote.	___
___	5. During Reconstruction the states began to make sure all people were equal under the law.	___

Post-Viewing Activity

Directions: Rewrite the incorrect statements above to make them true.

VOCABULARY FOR VIRGINIA PATHWAYS EPISODE 5 SEGMENT 1: Overview of Civil Right Terms

Vocabulary terms are listed in alphabetical order. A list of terms in order of their appearance in the video is also included. Most of the context sentences refer to the script of the video. Sentences marked with an asterisk (*) provide context for the vocabulary term but do not refer to the script of the video.

Vocabulary terms in order of their appearance in the video:

exhibit	defining
proof	endowed
separate	unalienable
separate but equal	Emancipation Proclamation
civil rights	Reconstruction
liberties	abolished
guaranteed	prejudice
amendments	discrimination
acts of Congress	suffrage

Vocabulary terms in alphabetical order:

abolished

Definition: cancelled; ended

Sentence: *The United States Constitution **abolished** slavery in 1865. **

act of Congress

Definition: a bill, or plan for a new law, that Congress has approved

Sentence: *Some **acts of Congress** gave people more rights. **

civil

Definition: having to do with citizens or the state

Sentence: *My mother works for the state government in a **civil** service job. **

civil rights

Definition: a person's equal rights to freedom and equal treatment

Sentence: *For many years, not all people in our country were given their **civil rights**. **

Congress

Definition: the branch of the United States government that makes the laws, made up of the House of Representatives and the Senate

Sentence: *People in both parts of the Congress worked to pass civil rights laws. **

Vocabulary for Segment 1, continued

defining

Definition: explaining; describing in exact terms

Sentence: ***Defining** the rights of Americans was often a subject for debate.*

discrimination

Definition: treating someone unfairly because of age, race, gender, nationality, or other factor

Sentence: *People fighting for equality have had to battle **discrimination**.*

emancipation

Definition: setting free

Sentence: *The **emancipation** of the slaves changed the way of life in the South.*

endowed

Definition: given

Sentence: *The Declaration of Independence says men are **endowed** with certain rights.*

equality

Definition: having the same rights, privileges or rank as another

Sentence: *But it wasn't until after President Lincoln signed the Emancipation Proclamation in 1863 and after the Civil War ended that the process of gaining legal **equality** for all Americans really started.*

exhibit

Definition: a showpiece; something that is put on display

Sentence: *It feels a little funny to be an **exhibit** for your class's Living History Day.*

guaranteed

Definition: promised

Sentence: *The government **guaranteed** certain rights to the people. **

liberties

Definition: freedom from control by others

Sentence: *Personal **liberties** are important to all who live in the United States. **

prejudice

Definition: hatred or dislike for a certain group of people

Sentence: *Some people today still feel prejudice towards others. **

Vocabulary for Segment 1, continued

proclamation

Definition: an official, public announcement

Sentence: *The government made a **proclamation** that said the war had ended.* *

reconstruction

Definition: the act of rebuilding or putting something back together again

Sentence: *The **reconstruction** of the area included rebuilding bridges and houses, and replanting the fields.* *

rights

Definition: something that the law says you can have or do

Sentence: *The U. S. Constitution guarantees us certain **rights**.* *

separate

Definition: different; not together

Sentence: *In fact, we had **separate** parks, restaurants, bathrooms, even drinking fountains with signs for “colored only.”*

separate but equal

Definition: two or more areas or situations that are apart from each other yet have the same equipment, advantages, or other resources

Sentence: *We learned about that - **separate but equal** - that’s where different kinds of people each had their own schools and places to go, right?*

unalienable

Definition: something that cannot be taken away or transferred

The word *inalienable* has the same meaning.

Sentence: *Thomas Jefferson believed that some rights were **unalienable**. In the Declaration of Independence, he wrote: “We hold these truths to be self evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”* *

Vocabulary for Segment 1, continued

Extended Definitions

Emancipation Proclamation

Definition: The Emancipation Proclamation, issued by President Lincoln, went into effect on January 1, 1863. It freed all of the slaves in areas that were controlled by the Confederates. Part of the text reads:
“. . . all persons held as slaves within any state, or designated part of a state . . . then . . . in rebellion against the United States, . . . shall be then, thenceforward, and forever free; and the executive government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defense; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known that such persons of suitable condition will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service. . . “

The full text of the document and further information can be found at the following websites:

<http://www.nara.gov/exhall/featured-document/eman/emanproc.html> (text)

<http://www.encyclopedia.com/articles/04083.html>

<http://encarta.msn.com/index/conciseindex/5B/05B89000.htm?z=1&pg=2&br=1>

<http://rs6.loc.gov/ammem/alhtml/almtime.html> (timeline)

Sentence: *But it wasn't until after President Lincoln signed the **Emancipation Proclamation** in 1863 and after the Civil War ended that the process of gaining equality for all Americans really even started.*

amendment (amendments)

Definition: a change or addition made to a law or a legal document
The 13th amendment to the United States Constitution abolished slavery.
The 14th amendment declared that a state cannot “deprive any person of life, liberty, or property, without due process of law.”
The 15th amendment said the right of a United States citizen to vote could not be denied or abridged on account of color or race.

Sentence: *The 19th **amendment** to the United States Constitution allowed women to vote. **

Reconstruction

Definition: Reconstruction was the period from 1865 until 1870, after the Civil War ended, when the Southern states rebuilt and re-joined the Union. Congress created programs to help the freed slaves get land and education. In Virginia, railroads, roads, farms, and homes had been destroyed during the war, and had to be rebuilt. For a while, most residents lived on food given out by the Union Army.

Sentence: *The period after the war was known as **Reconstruction**, during which Congress and the states took action to insure equality under the law.*

suffrage

Definition: the right to vote

Sentence: *Women weren't given the right of **suffrage**, allowed to vote, until 1920 when the 19th amendment was passed.*

Name _____ Date _____

**NOTE TAKING ACTIVITY SHEET
FOR VIRGINIA PATHWAYS EPISODE 5
SEGMENT 1: OVERVIEW OF CIVIL RIGHTS**

Directions: Use words or phrases from the video to complete each sentence. Then check your answers with the words in the Word Bank.

1. Mrs. Harris said it used to be against the _____ for African Americans and whites to go to school together.

2. African Americans and whites used to have _____ parks, restaurants, bathrooms, and drinking fountains.

3. Civil rights are guaranteed by amendments to the United States _____.

4. Thomas _____ said all men had certain unalienable rights.

5. During the period known as _____ Congress and the states took action to insure equality under the law.

6. President _____ signed the Emancipation Proclamation.

7. Starting in _____ amendments abolished slavery and gave former slaves the right to vote.

Note Taking Activity Sheet for Segment 1, continued

8. The belief that some kinds of people are better than others is called _____.
9. The act of giving better treatment to one group of people over another group is called _____.
10. In _____ women were given the right to vote.

WORD BANK

Each word in the Word Bank is used once on the *Note Taking Activity Sheet*.

1865	law
1920	Lincoln
Constitution	prejudice
discrimination	Reconstruction
Jefferson	separate

Writing Activity

Use the words from the Word Bank to write a summary of the video segment.

**ANSWER KEY FOR NOTE TAKING ACTIVITY SHEET
FOR VIRGINIA PATHWAYS EPISODE 5
SEGMENT 1: OVERVIEW OF CIVIL RIGHTS**

Directions: Use words or phrases from the video to complete each sentence. Then check your answers with the words in the Word Bank.

1. Mrs. Harris said it used to be against the **law** for African Americans and whites to go to school together.
2. African Americans and whites used to have **separate** parks, restaurants, bathrooms, and drinking fountains.
3. Civil rights are guaranteed by amendments to the United States **Constitution**.
4. Thomas **Jefferson** said all men had certain unalienable rights.
5. During the period known as **Reconstruction** Congress and the states took action to insure equality under the law.
6. President **Lincoln** signed the Emancipation Proclamation.
7. Starting in **1865** amendments abolished slavery and gave former slaves the right to vote.
8. The belief that some kinds of people are better than others is called **prejudice**.
9. The act of giving better treatment to one group of people over another group is called **discrimination**.
10. In **1920** women were given the right to vote.

WORD BANK

Each word in the Word Bank is used once on the *Note Taking Activity Sheet*.

1865	law
1920	Lincoln
Constitution	prejudice
discrimination	Reconstruction
Jefferson	separate

TEST FOR VIRGINIA PATHWAYS EPISODE 5, SEGMENT 1

Name _____

Date _____

Directions: On your answer sheet, shade in the circle directly under the letter that stands for the correct word or phrase that completes each statement.

1. African Americans and whites used to have “___ but equal” schools.

- A small
- B old
- C separate
- D clean

6. Congress and the states began to give rights to all people by ___.

- F 1512
- G 1607
- H 1865
- J 1990

2. Civil rights are guaranteed by ___.

- F G the Monroe Doctrine
- H the Constitution
- J a Letter of Correspondence
a Virginia Charter

7. One amendment ____.

- A gave free education
- B abolished slavery
- C raised income taxes
- D segregated the schools

3. Jefferson said all men had ____.

- A unalienable rights
- B enough money
- C happy families
- D a good education

8. An amendment gave former slaves ___.

- F new clothes
- G the right to vote
- H farms and tools
- J their own state

4. Equality under the law began ____.

- F before the Revolutionary War
- G after Massive Resistance
- H when Jefferson was President
- J during Reconstruction

9. Women could vote in ___

- A 1492
- B 1776
- C 1860
- D 1920

5. President Lincoln signed the ____.

- A Emancipation Proclamation
- B Williamsburg Address
- C Declaration of Independence
- D Treaty of Baltimore

10. The process of making all members of our society equal ____.

- F is completely finished
- G never started
- H still goes on today
- J will be finished in two years

VOCABULARY TEST FOR VIRGINIA PATHWAYS EPISODE 5, SEGMENT 1

Name _____

Date _____

Directions: On your answer sheet, shade in the circle that stands for the missing word.

11. A change or addition to a law is ____.

- A a biography
- B an amendment
- C a chapter
- D an envelope

16. Something put on display is ____.

- F a victory
- G a whisper
- H an accident
- J an exhibit

12. The phrase ____ has to do with a person's equal treatment.

- F personal ideas
- G free thought
- H civil rights
- J famous star

17. Freedom from control by others is called ____.

- A insecurities
- B liberties
- C certificates
- D achievements

13. ____ means treating someone unfairly because of age, race, or other factor.

- A Communication
- B Presentation
- C Imagination
- D Discrimination

18. Hatred or dislike for a certain group of people is called ____.

- F reason
- G prejudice
- H settlement
- J vacation

14. ____ means setting free.

- F Emancipation
- G Inalienable
- H Restricting
- J Constructing

19. An official announcement is ____.

- A a proclamation
- B an improvement
- C a degree
- D an addition

15. Another word for guaranteed is ____.

- A recommended
- B elected
- C promised
- D invited

20. The right to vote is called ____.

- F possession
- G liberty
- H improvement
- J suffrage

STUDENT ANSWER SHEET FOR VIRGINIA PATHWAYS EPISODE 5
Segment 1: OVERVIEW OF CIVIL RIGHTS

Name _____

Date _____

Directions: Shade in the circle directly under the letter that stands for the correct answer.

1. A B C D
 0 0 0 0

2. F G H J
 0 0 0 0

3. A B C D
 0 0 0 0

4. F G H J
 0 0 0 0

5. A B C D
 0 0 0 0

6. F G H J
 0 0 0 0

7. A B C D
 0 0 0 0

8. F G H J
 0 0 0 0

9. A B C D
 0 0 0 0

10. F G H J
 0 0 0 0

11. A B C D
 0 0 0 0

12. F G H J
 0 0 0 0

13. A B C D
 0 0 0 0

14. F G H J
 0 0 0 0

15. A B C D
 0 0 0 0

16. F G H J
 0 0 0 0

17. A B C D
 0 0 0 0

18. F G H J
 0 0 0 0

19. A B C D
 0 0 0 0

20. F G H J
 0 0 0 0

**ANSWER KEY FOR VIRGINIA PATHWAYS EPISODE 5
SEGMENT 1: OVERVIEW OF CIVIL RIGHTS**

Name _____

Date _____

To the Teacher: The correct answer is indicated by an **X** under the corresponding letter. To make a scoring template, duplicate this page, and use a hole-punch to punch out the space under the correct answer. Then place the answer key over the test paper for scoring.

- | | | | | | | | | | |
|-----|---------------|---------------|---------------|---------------|-----|---------------|---------------|---------------|---------------|
| 1. | A | B | C
X | D | 11. | A | B
X | C | D |
| 2. | F | G
X | H | J | 12. | F | G | H
X | J |
| 3. | A
X | B | C | D | 13. | A | B | C | D
X |
| 4. | F | G | H | J
X | 14. | F
X | G | H | J |
| 5. | A
X | B | C | D | 15. | A | B | C
X | D |
| 6. | F | G | H
X | J | 16. | F | G | H | J
X |
| 7. | A | B
X | C | D | 17. | A | B
X | C | D |
| 8. | F | G
X | H | J | 18. | F | G
X | H | J |
| 9. | A | B | C | D
X | 19. | A
X | B | C | D |
| 10. | F | G | H
X | J | 20. | F | G | H | J
X |