

A TEACHER'S

GUIDE

MIDDLE SCHOOL



GRADES 6 - 8



**CENTER FOR CIVIL
AND HUMAN RIGHTS**

The Center for Civil and Human Rights

Teacher's Guide for Grades 6 – 8

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The Center: www.civilandhumanrights.org

Content created by TurnKey Education, Inc., for the National Center for Civil and Human Rights, Inc.
TurnKey Education, Inc.: www.turnkeyeducation.net

Introduction

Welcome to the Center for Civil and Human Rights!

The Center for Civil and Human Rights (The Center) is the product of The National Center for Civil and Human Rights, Inc. Located in the heart of Atlanta, The Center is an engaging cultural attraction that connects the legacy of the American Civil Rights Movement to today's Global Human Rights Movements.

Through sharing accounts of courage and struggle around the world, The Center encourages students to gain a deeper understanding of the role they can play in helping to protect the rights of all people. Powerful imagery, compelling artifacts, and poignant storytelling will inspire an ongoing dialogue about civil and human rights in your classroom, your school and your community.

The Center offers students a unique opportunity to learn more about the social issues that are already important to them as well as others that they may not think about as often, such as internet freedom or their "ethical footprint." The historical context of the Civil Rights Movement provides visiting classes with a framework to reflect on how they can act — both individually and as a group — on behalf of others. In fact, the mission of The Center is "to empower people to take the protection of every human's rights personally." By showing your students these key events of the past, you can better prepare them for what they will face in the future.



What to Expect on your Field Trip

During a field trip to The Center, students will be immersed in experiential galleries featuring authentic stories, historic documents, news reports, and memorable interactive activities. Students may begin the experience in any of the three main galleries:

- *Rolls Down Like Water: The American Civil Rights Movement Gallery*,
- *Spark of Conviction: The Global Human Rights Movement*, and
- *Voice to the Voiceless: The Martin Luther King, Jr. Collection*.

Rolls Down Like Water: The American Civil Rights Movement Gallery (second floor) It is comprised of eight linked exhibition areas that tell the story of the brave fight for equality during the modern American Civil Rights Movement of the 1950s and 1960s. Students will be surrounded by sights, sounds, and interactive displays depicting the courageous struggles of the people who worked to bring equal rights to United States. In this gallery, the field trip begins with a reminder of the segregation policies that ruled life for many people in the Jim Crow era and a look at the segregationists who wanted to keep it that way.

In this chronological journey, students will see and hear what it would have been like to join the Freedom Riders, participate in a lunch counter sit-in, and walk in the March on Washington. Students will meet both little-known and well-known heroes of the era whose individual efforts collectively changed life for everyone. This gallery concludes in the aftermath of the assassination of Martin Luther King, Jr., in 1968, by reminding us how the legacy and spirit of what he started are still at work today—in the United States and around the world.

Spark of Conviction: The Global Human Rights Movement Gallery (third floor) focuses on human rights beginning with the end of World War II and moving through discussions of contemporary human rights struggles. Organized thematically, this gallery showcases the affect of human rights on the lives of every child and adult across the globe. Specific areas celebrate defenders of human rights and denounce offenders.

This open, free-flowing space encourages students to see their world through new eyes. Engaging technology introduces people who are involved in the contemporary fight for universal human rights and honors those who have taken up the call to action today. The wealth of information on current topics including modern-day slavery, immigration, poverty, and fair trade ensures that students will reflect on how personal choices have consequences for others.

Voice to the Voiceless: The Morehouse College Martin Luther King, Jr. Collection (first floor) This gallery is a continuously rotating exhibition from The Morehouse College Martin Luther King, Jr. Collection and includes many remarkable documents and items that belonged to Dr. King. Students are welcomed by a view of Dr. King's personal library along with thought-provoking quotes highlighting interesting information about Dr. King that they may be learning for the first time. Students will have a unique look into the life of Dr. King, who was a Nobel Peace Prize Laureate, a gifted orator, and a tireless advocate for human rights. Archival display cases house hand-written speeches, vintage photographs, and personal letters in a reverent atmosphere worthy of such a prominent figure in the evolution of both civil and human rights. There is also a gallery wall on the first floor that features temporary exhibitions.

Field trips to the Center for Civil and Human Rights are designed to empower students and teachers alike. Experiential technology, multi-media displays, interactives, and the written

word capture the narratives of historic and current events in a very dramatic and memorable way. This field trip is one that will stay with teachers and students long after the visit ends.



Rolls Down Like Water: The American Civil Rights Movement



Spark of Conviction: The Global Human Rights Movement



Voice to the Voiceless: The Morehouse College Martin Luther King, Jr. Collection

What Students Want to Know: FAQ

How is the Center for Civil and Human Rights important to me?

The Center for Civil and Human Rights is designed for you to share experiences, hear forgotten stories, create communities, and encourage engagement. At the Center for Civil and Human Rights, you have an opportunity to participate in (or initiate!) a dialogue between generations. You will learn about the experiences and stories of unsung heroes, develop ties with your broader community, and be encouraged to take a personal stand on behalf of other people. It will help studies in class and motivate you to take positive action in school, at home, in your neighborhood, and with friends and teammates.

What is the difference between civil and human rights? Aren't they pretty much the same thing?

While human rights do not change from one country to another, civil rights differ from one nation to the next. Civil rights basically depend on the laws of each country. Human rights are universally accepted rights regardless of location, nationality, religion, or ethnicity.

Will I see anything that is frightening or disturbing on our field trip?

None of the content is intended to be frightening or disturbing. However, events are depicted and portrayed as they truly happened. Students will witness historical recordings and images of the suffering endured by many civil and human rights activists.

I already know a lot about Martin Luther King Jr. from school. What's so special about these

papers at the Center for Civil and Human Rights?

The Center features a continuously rotating exhibition from The Morehouse College Martin Luther King, Jr. Collection, which is housed at The Atlanta University Center Robert W. Woodruff Library. The Morehouse College Martin Luther King, Jr. Collection presents a rare rotating exhibition of the personal papers and items of Dr. Martin Luther King Jr., offering visitors a unique insight into the man and into the inner workings of the Civil Rights Movement. Students will see these historic, primary sources first-hand: handwritten notes, drafts of speeches and sermons, correspondence and photographs. A wall-sized graphic reproduction of Dr. King's bookshelf, filled with his collection of books, shows his commitment to learning and his diverse sources of inspiration.

Who is Ruby Bridges?

Ruby Bridges was six years old in 1960. She became the first African American child to attend William Frantz Elementary School in New Orleans. She was escorted by federal marshals on her first day of school in November. Most of the white parents immediately pulled their children out and boycotted the school. Ruby was taught in a classroom by herself for the rest of the school year.

Why is Eleanor Roosevelt called the “Mother of Human Rights”?

In 1946, Eleanor Roosevelt led the charge to create the Universal Declaration of Human Rights known as the “Bill of Rights for all humankind.” As the wife of President Franklin D. Roosevelt, she was a passionate advocate and traveled the world giving voice to those least able to speak out for themselves.



Eleanor Roosevelt is called the “Mother of Human Rights.”

Tips for Planning Your Field Trip

Hours

The Center for Civil and Human Rights is open 10 a.m. to 5 p.m., although group tours can be booked as early as 8:30 a.m. In order to qualify for group or school pricing—a group is defined as a minimum of ten paying visitors—you must have a confirmed reservation at least two weeks in advance of your visit. Groups receive one complimentary chaperone for every ten paid visitors. Exhibition self-guides for Grades 3 – 5 and 6 – 8 will lead students on a 60 minute exploration of The Center. High school tours are facilitated by our exhibit interpreters and last approximately 90 minutes.

Group Sales

For information about Group Sales and to schedule your field trip to The Center, call 678.999.8990 or visit www.civilandhumanrights.org/tours. Please be advised that your reservation is not complete until you have a confirmation from us and we have approved your method of payment.

Location

The Center is located in downtown Atlanta next to the World of Coca-Cola and the Georgia Aquarium on Pemberton Place®. The physical address is 100 Ivan Allen Jr. Blvd., Atlanta, GA 30313-1807. Buses should enter at the Ivan Allen Boulevard Plaza level entrance for student drop-off and pick-up. Buses and any vehicles larger than 7' H x 8' W x 16' L will qualify as oversized and cannot park in the Pemberton Place® garage. The fee for the Georgia World Congress Center bus marshalling yard is \$25 per vehicle per day.

Accessibility and Security

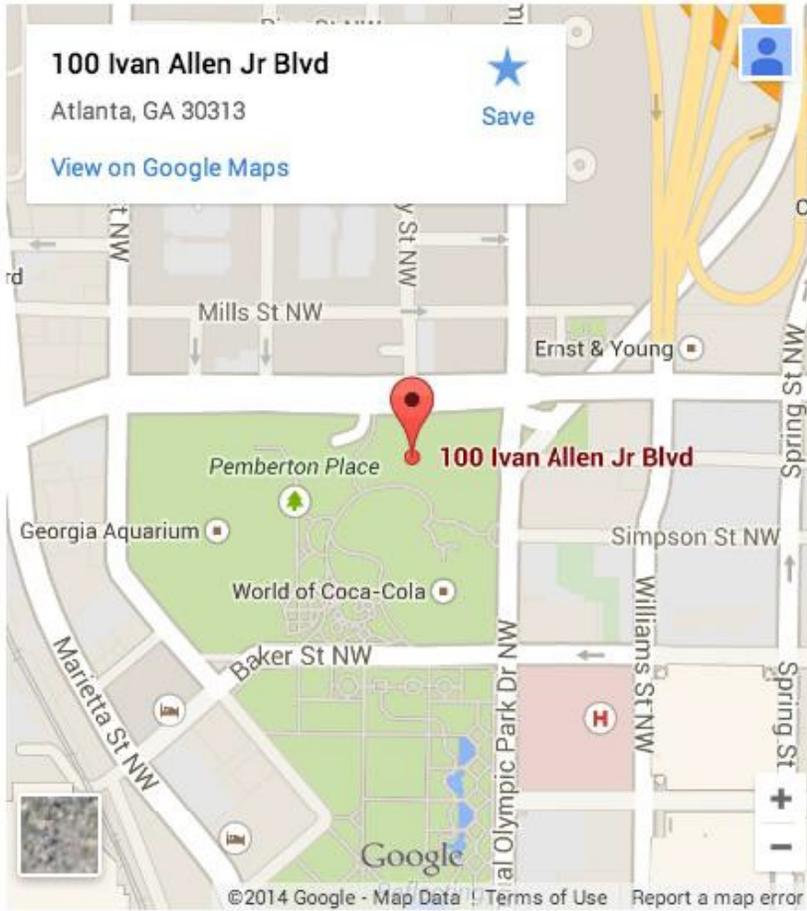
The Center is accessible to people with disabilities and meets ADA requirements. Upon

arrival, all students, teachers, and chaperones will be required to pass through a security checkpoint with a metal detector. All bags are subject to search. Please leave large backpacks, tote bags, oversized purses, and bulky coats on the bus. Any questions should be directed to your group sales representative.

Food and Drink

Food and drink are NOT permitted in the galleries or atrium areas. This includes lunches and snacks, personal water bottles, chewing gum, candy and lozenges. If you would like to order boxed lunches from Wolfgang Puck Catering, orders must be placed 72 hours in advance. Contact Cuyler Beall at Wolfgang Puck Catering for more information on their boxed lunch program 404-581- 4323 or Cuyler.Beall@wolfgangpuck.com. There are a variety of places to eat at a range of price points within walking distance, including Pemberton Café outside of the World of Coca-Cola. Group tours may elect to purchase boxed lunches in advance or bring sack lunches that can be eaten outside on the Pemberton Place lawn. Please confirm your lunch plans when you make your reservation.

Cell phones must be turned off. Your group should not be texting or emailing in the galleries. Photography is not permitted in the *Voice to the Voiceless* gallery featuring The Morehouse College Martin Luther King, Jr., Collection. Stopping traffic in order to take photos is prohibited. Plugging into The Center's electrical outlets is strictly prohibited. The use of flash is prohibited in all galleries at all times. Please be sure your students and chaperones adhere to these guidelines.



Using This Teacher's Guide

As a companion to your experience at the Center for Civil and Human Rights, this comprehensive Teacher's Guide for Middle School has been created to complement classroom instruction and make the most of your school field trip. This Teacher's Guide contains original, assessable, STEAM-related classroom lesson plans with additional inquiry-based interdisciplinary activities and project ideas for you to use and share.

Following this Introduction, you will find an onsite activity for students to complete during their field trip to The Center. The next section contains five classroom lesson Plans designed to correlate directly with GA state curriculum standards. The lesson plans begin with Teacher Instructions pages and answer keys. At the top of the Teacher Instruction page, you will find the appropriate content areas and skills addressed by the activities in the lesson. Each lesson contains relevant content background for students, followed by complete, ready-to-copy, Student Activity worksheets that center on key topics featured in the exhibition. Depending on your schedule, these lesson plans can also be conveniently broken down and completed over a series of days.

The first lesson plan, **20th Century Peace Makers**, includes an excerpt from the last will and testament of Albert Nobel, the man who established the Nobel Peace Prize. Students begin with an analysis of this primary source. Then, they will conduct a statistical investigation into the geographic diversity of the countries of origins for Nobel Peace laureates during the first 100 years the prize was awarded. Students should come to the conclusion that although there was limited diversity in the early years, it has expanded over time, thus fulfilling the parameters Nobel had outlined in his will.

In the second lesson, **Voters' Rights and Citizenship Tests**, students will participate in a simulation to experience first-hand how prejudice could affect voting rights during the American Civil Rights Movement. They will learn about the voter registration drives that took place in the American south during the 1960s and try to pass an actual Louisiana Citizenship Test from 1963 that was once used to disenfranchise African American citizens.

The third lesson is **The Right to Clean Water**. In this activity, students will learn about ten common water-related illnesses and why they are such a threat to many people around the world. The lesson begins with a list of recommended websites to consult for their research and a chart for your students to complete. Then they will answer questions about the causes of these diseases, their effects on people, and the environments in which they are found.

The fourth lesson, **The Art of Integration**, features the 1964 painting *The Problem We All Live With* by Norman Rockwell. This painting depicts a young African American girl on her way to school, surrounded by US Marshals. After a brief analysis of the technique and composition of Rockwell's famous work, students will compare the painting to a photograph of Ruby Bridges integrating her elementary school in New Orleans in 1960 and discuss her contribution to the American Civil Rights Movement.

In the final lesson, **Online or Offline: Human Rights and Internet Use**, students will investigate whether a nation's human rights record reveals how widely the Internet might be available in that country. Students will analyze the relationship between two sets of data on a scatter plot. They will look for patterns of association between a nation's human rights

record and the percentage of the population in that country that has access to and use of the Internet.

A field trip to the Center for Civil and Human Rights has connections to multiple content areas at the middle school level. Inquiry-based **Additional Interdisciplinary Activities and Project Ideas** follow the Classroom Lesson Plans. These suggestions can be incorporated into a wide variety of curricula including Science, Social Studies and Language Arts.

The next section of the Guide contains three valuable Additional Resources. Consult the books on the **Recommended Reading** list before and after your class trip to explore personal stories, memorable historic events, and inspiring global activism that lie behind the movements in civil and human rights. **On This Day** is a detailed calendar of significant historical moments and days of observation to help you incorporate civil and human rights into your daily lessons. Finally, the **Timeline of Civil and Human Rights Declarations** reveals the connections between civil rights issues in the US and the development of global human rights since 1948.

We know how important it is to be able to justify field trips and document how instructional time is spent outside of your classroom. To that end,

this Teacher's Guide is directly correlated to the Common Core State Standards for Mathematics and English Language Arts along with the Next Generation Science Standards and the C3 Framework for Social Studies State Standards. In addition you will find specific state requirements for Alabama, Florida, Georgia, North Carolina, South Carolina, and Tennessee to assist with your planning needs. The correlations are organized by content and grade level. You can readily see how they fit into your required curriculum making it easier than ever to connect a field trip to the Center for Civil and Human Rights with your classroom instruction.

The Teacher's Guide for Middle School contains dynamic activities and assignments for students in grades six through eight. There is also a Teacher's Guides for Elementary School and High School. These Guides are created to be flexible; to best meet the needs and capabilities of your class. You know your students better than anyone else! All of these education resources can be used before your visit to The Center to help prepare students for the teachable moments found throughout the galleries as well as when you return to school to further explore connections between the educational themes of the exhibition and your classroom STEAM instruction.

Self-Guide: Look, Listen, and Learn

Teacher Instructions

This activity is for Middle School students to complete during their field trip to the Center for Civil and Human Rights. It will help them make the most of their time at The Center, while highlighting some of the relevant content they might not otherwise see or read.

During your field trip, your class can visit the three exhibitions in any order. Personnel at The Center can assist with dividing your group between the three floors. In the students' Field Trip Activity pages, the galleries are organized from the ground up, but they do not need to be visited in this sequence:

- *Voice to the Voiceless: Morehouse College Martin Luther King, Jr. Collection* (First Floor/Ground Level)
- *Rolls Down Like Water: The American Civil Rights Movement* (Second Floor/Entry Level)
- *Spark of Conviction: The Global Human Rights Movement* (Third Floor/Upper Level)

In each exhibition, students will be able to direct their own learning by using their self-guide and choosing questions about the topics and people that interest them most. Please be sure to print enough copies of the self-guide for each of your students and ensure that each student has a pencil. The Look, Listen, and Learn Self-guide contains lists of questions with instructions. For

example, in *Voice to the Voiceless* your students will pick two questions from the list of four. Students should write the numbers of the questions they have selected with their answers in the spaces provided.

The galleries in *Rolls Down Like Water: The American Civil Rights Movement* are arranged thematically and chronologically. Students will experience this exhibition in a linear fashion. Questions in the Field Trip Activity are arranged by gallery in the order your students will be moving, from beginning to end. Each gallery has its own group of questions.

Spark of Conviction: The Global Human Rights Movement is structured differently. It is an open space with free-flowing galleries. Students may experience it in any order they choose. However, the students' Field Trip Activity questions for this exhibition are organized from entrance to exit.

During your preparations for the field trip, advise students to read through the Look, Listen, and Learn Self-Guide carefully ahead of time, perhaps on the bus on the way over. This way, they will know what to look for once they are inside the galleries. Upon returning to school after the field trip, have students share and compare their answers to the questions they chose. By working in groups or as a whole class, try to complete all of the questions from the Self-Guide.

Answer Keys

Voice to the Voiceless: Morehouse College Martin Luther King, Jr. Collection

1. Quotes are engraved in the wood panels on the side walls. Answers will vary depending on which quote students choose.
2. Objects will rotate. Answer can include items such as his suitcase, razor, report card, cologne bottle, or toothbrush.

3. Answers will be based on the documents displayed from his childhood, such as report cards, photographs, growing up in Atlanta, or school writing assignments.
4. Answers will vary and may include the letters, rough drafts, edited documents, or notes, such as the letter from the Birmingham jail and the eulogy for the young girls killed in the church bombing.

Rolls Down Like Water: The American Civil Rights Movement

A.

1. Choices will include: Strom Thurmond, George C. Wallace, Theophilus Eugene “Bull” Connor, Orval Faubus, Jim Clark, Sam Engelhardt, Lester Maddox, or James Eastland.
2. Answers will vary depending on the program watched, but they are all related to the bigotry and racism of the segregationists.
3. There are 12 states on the wall from which students can choose and they all have variations on the theme of racial segregation in education.
4. Information will come from the written panels on the handrail and the audio handsets. Students can select two from: Spelman College, Morehouse College, Atlanta Daily World, Atlanta Life Insurance Company & Citizens Trust Bank, Butler YMCA, The Royal Peacock Club & Paschal’s Restaurant, Big Bethel AME Church, Prince Hall Masonic Temple, Wheat Street Baptist Church, Ebenezer Baptist Church.

B.

1. Serious attitude, no retaliation, sing, plan, no one goes alone, not one takes all the punishment, no weapons, only the spokesperson talks to the press, wear professional attire
2. Answers will vary and should include hearing loud voices, feeling the seat move, being insulted, threatened, and called names.
3. The Freedom Riders stories can be seen and heard on the large bus graphic on the back wall. Audio first-person stories are presented on the handsets.
4. Answers will vary and should include references to Claudette Colvin, Rosa Parks, Ruby Bridges, Freedom Riders and the Women’s Political Council.

C.

1. *A. Philip Randolph*; *Roy Wilkins* of the National Association for the Advancement of Colored People (NAACP); *James Farmer* of the Congress of Racial Equality (CORE); *John Lewis* of the Student Nonviolent Coordinating Committee (SNCC); *Whitney Young* of the National Urban League; and *Martin Luther King* from the *Southern Christian Leadership Conference* (SCLC)
2. Demands summaries:
 - Comprehensive and effective *civil rights legislation*
 - Withholding of Federal funds from all programs in which discrimination exists.
 - *Desegregation of all school districts in 1963.*
 - Enforcement of the *Fourteenth Amendment*
 - *Executive Order* banning discrimination in all housing supported by federal funds.
 - Attorney General to institute *injunctive suits* when any Constitutional right is violated.
 - A massive federal program to train and place all unemployed workers
 - A national *minimum wage* act that will give all Americans a decent standard of living.
 - A broadened *Fair Labor Standards Act*
 - A federal *Fair Employment Practices Act*
3. Students may choose from one of the speeches seen in the video presentation or from one provided by the audio handsets located on the back wall across from the video presentation.

4. Leading musical, film, television, and radio personalities marched, attended fundraisers, spoke at events, and provided other support for the movement. Memorable celebrities in attendance included Marlon Brando, Sammy Davis, Jr., Jackie Robinson, Charlton Heston, Burt Lancaster, Paul Newman, Lena Horne, Sidney Poitier, James Baldwin, and Harry Belafonte.

D.

1. Addie Mae Collins, Cynthia Wesley, Carole Robertson, and Denise McNair
2. The march from Selma to Montgomery on March 7, 1965 to protest the death of civil rights activist Jimmie Lee Jackson.
3. Fannie Lou Hamer
4. Although he campaigned for Georgia governor in 1957 as a segregationist, Ivan Allen Jr.'s views quickly evolved. As a business leader in 1961, he was deeply involved in the agreement to desegregate the lunch counters of Atlanta. After his election as Atlanta's mayor in 1962, he consistently worked to promote civil rights reforms.

E.

1. Martin Luther King, Jr. was assassinated on the balcony of the Lorraine Motel in Memphis.
2. In planning the Poor People's Campaign, Dr. King and his associates wanted to bring teams of mules and wagons to Washington to symbolize rural poverty. During the preparation for King's funeral on April 9, 1968, longtime activist Hosea Williams decided to find two mules and a wagon to carry King's body along the route.
3. Britain, Nicaragua, Morocco, New Zealand, Liberia, Norway, Jamaica, and Guyana

F. Your students will have many opportunities to direct their own learning in this area, as the display and interactives contain a large number of individuals and themes from which to choose.

Spark of Conviction: The Global Human Rights Movement

1. Student, Educator, Social media user, LGBT, White, Black, Artist, Christian, Jew, Muslim, Disabled, or Immigrant
2. Defenders: Mohandas Gandhi, Martin Luther King, Jr., Nelson Mandela, Vaclav Havel, Eleanor Roosevelt, Estela Barnes De Carlotto Argentina (Mothers Of The Plaza De Mayo), Andrei Sakharov & Yelena Bonner. Offenders: Adolph Hitler, Mao Zedong, Joseph Stalin, Pol Pot, Idi Amin, Augusto Pinochet
3. A person cannot be:
 - Discriminated against because of gender, skin color, religious beliefs, or any fundamental characteristic of who they are, Tortured or mistreated, Held in prison without a reason, Enslaved, Condemned as a criminal without a fair opportunity to present his or her case in a courtA person must be able to:
 - Think and speak freely, Enjoy personal privacy, Choose a mate and have a family, Own property, Move to a different place, Assemble without government interference, Vote in fair electionsA person must have the opportunity to:
 - Seek gainful employment, Have adequate food and shelter, Get a decent education, Have access to medical care
4. Answers will vary based on the individuals your students select. All of them, however, are fighting for human rights that have in some way affected them personally.

5. Answers will vary and should include reference to either “Upstanders” (people who help those targeted for violence or death – often at great personal risk; they speak out, offer assistance, and intervene to prevent abuse) or “Bystanders” (those who stand by and do nothing –by looking away; they can even appear to support the perpetrators).

6. The scenario: One day, on your way home, you see a child from a persecuted group hiding in the woods. The child is bleeding and unable to walk. What do you do? Options include:

- Inform authorities about the child. Bring water, food, and bandages to the child once it gets dark out. Take the child to your house for bandages and food, but then make her leave. Hide the child in your home, risking jail or even death for you and your family. Do nothing, and try to forget what you saw.

7. Chocolate: Child Slavery; Flowers: Exposure to toxic pesticides; Soccer: Child Labor; Clothing: Unsafe working conditions; Cell Phones: Mineral mining

8. Answers will vary and should reference that either government surveillance is essential to keeping Americans safe from security threats or that collecting massive amounts of data on people without their knowledge is illegal.

9. Students can chose from LBGT Rights, National Security, Women’s Rights, Public Education, Voter’s Rights, or Racial Discrimination

10. Titles include: *Boaz’s Story, Helping the Hungry, Bullying, Asylum Seekers in the UK, Said Yousif’s Story, Manoj’s Story, Razia’s Story, Child Labor, AIDS Epidemic, Women’s Health in Peru*

Look, Listen, and Learn

Student Self-Guide

There are three exhibitions in the Center for Civil and Human Rights. In each exhibition, you will have a choice of questions to answer as you go through the galleries. The list of questions appears in the first column. In the second column, write the question numbers you selected and your answers in the spaces provided.

Voice to the Voiceless: Morehouse College Martin Luther King, Jr. Collection (First Floor/Ground Level)

Choose **two** questions from this group of four to answer. Please do not lean on the glass cases to write.

<p>1. Pick one of the quotes from Dr. King displayed in the wood on the side walls. Explain its significance to his role in civil and human rights movements.</p> <p>2. Describe one of the personal items you see that belonged to Dr. King.</p>	<p># _____</p>
<p>3. What is one thing you learned about Dr. King's childhood or education from the documents on display?</p> <p>4. Find a document written in Dr. King's own handwriting. What is the name of the document and what did he use it for?</p>	<p># _____</p>

Rolls Down Like Water: The American Civil Rights Movement

(Second Floor/Entry Level)

These questions are organized by the galleries as you walk through, from beginning to end. Each group of questions belongs to one gallery.

A. Choose **two** questions from this group of four.

<p>1. Read the biography of a segregationist featured in this gallery. How does his quote support his claim to fame?</p> <p>2. Watch a video from start to finish on one of the old-fashioned television sets. What was the topic? Who was speaking?</p>	<p># _____</p>
<p>3. Compare Jim Crow laws about education in two of the 12 states on the wall. Which states did you choose? How are their laws the same? How are they different?</p> <p>4. Study the Sweet Auburn map. Select one place that is new to you. Which location did you choose? What did you learn about this historic site? What did you hear on the audio that accompanied that building?</p>	<p># _____</p>

B. Choose **two** from this group of four.

<p>1. List two rules of nonviolent training.</p> <p>2. How did you react to sitting at the lunch counter?</p>	<p># _____</p>
<p>3. Listen to two of the stories from the Freedom Riders. Whom did you choose? How are their stories similar? How are they different?</p> <p>4. How were women important to the Civil Rights Movement?</p>	<p># _____</p>

C. Choose **two** from this group of four.

<p>1. Who were known as the “Big Six” from the March on Washington?</p> <p>2. Which of the ten demands of the March surprised you the most?</p>	<p># _____</p>
<p>3. Select one of the speeches you see in the video presentation. You can also listen to a one of the speeches on the back wall. Who spoke? What was the main point of the speech?</p> <p>4. How did the entertainment industry support the March? Give an example of a celebrity who participated in the March.</p>	<p># _____</p>

D. Choose **two** from this group of four.

<p>1. Name the four little girls killed by the church bombing in Birmingham, Alabama.</p> <p>2. What event is depicted in the large photographic mural on the wall (across from the stained glass)?</p>	<p># _____</p>
<p>3. Check the “Now and Then” panels hanging on the wall. Find the activist with this quote engraved on her tombstone: “<i>All my life I’ve been sick and tired. Now I’m sick and tired of being sick and tired.</i>” Who was she?</p> <p>4. Describe the political transformation of Ivan Allen, Jr.</p>	<p># _____</p>

E. Choose **one** from this group of three.

<p>1. What happened on April 4, 1968?</p> <p>2. How was Dr. King's coffin transported in his funeral parade and why is that significant?</p> <p>3. Name two countries that sent representatives to Atlanta for Dr. King's funeral on April 9, 1968.</p>	<p># _____</p>
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F. Choose **one** from this group of two.

<p>1. Pick two individuals from the photos on the "Martyrs" poles. Turn the photos around to read their biographies. Who were the people you chose and what happened to them?</p> <p>2. At a "Legacy" interactive table, select one of the themes offered: <i>Victory</i>, <i>Hate</i>, or <i>Loss</i>. Then select a category within that theme. Which one did you choose? Describe the photo that accompanied it.</p>	<p># _____</p>
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Name _____

Class _____

Date _____

Spark of Conviction: The Global Human Rights Movement

(Third Floor/Upper Level)

Choose **five** questions to answer from this group of ten.

<p>1. At the “Who Like You?” mirrors, which word did you choose for yourself? Who did you “meet” whose human rights were violated because of a trait you share?</p>	# _____
<p>2. Name one person each from the Human Rights Defenders and the Human Rights Offenders. What did they do?</p> <p>3. Name three human rights identified by the UN.</p> <p>4. Pick two people from the large photos in the middle of the gallery. Who are they and what is the issue for which they fight? What does their work involve?</p>	# _____
<p>5. Find the chart with the roles that people play in human rights crimes. Are you a bystander or an upstander? Explain.</p> <p>6. Find the story about the child in the woods (on the left wall). Read the scene. Which answer did you choose? Why?</p>	# _____
<p>7. Select two of these items that you see in “Your Ethical Footprint:” <i>chocolate, flowers, soccer, clothing, cell phones</i>. How are human rights violated in the production of the items you chose?</p> <p>8. Are you willing to sacrifice your privacy to help the government keep America safe? Why or why not?</p>	# _____
<p>9. What is one of the human rights concerns in the US today? Why is it an issue?</p> <p>10. Select a blue book from the shelf and place it on one of the interactive tables. Remove the book to read its story on the table. Which title did you choose? What did you learn?</p>	# _____

Lesson Plan 1: 20th Century Peacemakers

Teacher Instructions

Within the three galleries of the Center for Civil and Human Rights, you will learn about the work of several Nobel Peace Prize winners, or “laureates,” including Martin Luther King, Jr. from the United States, Nelson Mandela from South Africa, and Andrei Sakharov from the Soviet Union (now Russia). Nobel Peace Prize laureates are honored for their life-long dedication to promoting peace in their own countries and around the world. The award can be given to an individual person, a group, or both. There can even be up to three laureates in one year. In 1994, two people from Israel, Shimon Peres and Yitzhak Rabin, and one from Palestine, Yasser Arafat, were selected for trying to make peace in the Middle East.

The laureates receive a diploma, a gold medal and a large cash prize along with worldwide recognition for the difference they make in the lives of others. Many of these laureates are human rights activists. During your time at The Center, you will discover that when basic human rights are met, peace usually follows. Conflict and wars are more likely to happen when there is extreme poverty or violations of human rights. For example, the winner of the 1970 Nobel Peace Prize was an American botanist named Norman Borlaugh. Why would a plant scientist win a peace prize? He created a kind of disease-resistant wheat that can grow in many parts of the world and especially in countries with famine. As a result of his work to end famine and

malnutrition, over 1,000,000,000 lives worldwide have been saved so far. A billion!

The Peace Prize is one of five Nobel Prizes given out each year. The first ones were awarded in 1901, so their first one hundred years coincide with the 20th century. For this activity your students will use the Last Will and Testament of Alfred Nobel, the man who created the Nobel Prizes, and a list of the Peace Prize laureates from 1901 to 2001—including those recipients spotlighted at The Center—to see if Alfred Nobel’s wishes were fulfilled.

In Part 1, your students will analyze an excerpt of Nobel’s will that includes descriptions of the five prizes he wanted endowed. In Part 2, students will complete a chart for an overview of the geographic diversity—or lack thereof—in the countries of origins for the people and groups who became laureates during the first 100 years. Students should come to the conclusion that although there was limited geographical diversity in the early years, it has improved over time. (For the purposes of this assignment, the League of Nations and the United Nations were both omitted from the tallies because they are neutral and do not technically have a “home” country. For more information on the first hundred years of Nobel Peace Prizes, see the section for [“Nobel Peace Prizes and Nominations in 100 Years”](#) included as part of the Facts on the Nobel Prize page.

ANSWER KEY

Part 1:

1. 5
2. the person who shall have made the most important discovery or invention within the field of physics
3. the person who shall have made the most important chemical discovery or improvement
4. the person who shall have made the most important discovery within the domain of physiology or medicine
5. the person who shall have produced in the field of literature the most outstanding work in an ideal direction
6. the person who shall have done the most or the best work for fraternity between nations, for the abolition or reduction of standing armies and for the holding and promotion of peace congresses
7. the abolition or reduction of standing armies
8. No; the most worthy shall receive the prize, whether he be Scandinavian or not.

Part 2:

Countries	Regions
France	Europe
Switzerland	Europe
United Kingdom	Europe
Belgium	Europe
Austria-Hungary	Europe
United States	North America
Italy	Europe
Denmark	Europe
Sweden	Europe
Netherlands	Europe
Norway	Europe
Germany	Europe
Argentina	South America
Canada	North America
South Africa	Africa
West Germany	Europe
Japan	Asia
Ireland	Europe
Soviet Union	Europe or Asia or both
Egypt	Middle East
Israel	Middle East
India	Asia
Mexico	Central America
Poland	Europe
Costa Rica	Central America
Tibet	Asia
Burma	Asia

Guatemala	Central America
Palestine	Middle East
East Timor	Asia
South Korea	Asia
Ghana	Africa

1. (a.) WWI had just started Europe, (b.) WWII
2. 32
3. Austria-Hungary, Soviet Union, and/or West Germany.
4. (a.) USA, (b.) 1906
5. (a.) Argentina, (b.) 1936
6. Europe
7. (a.) Central America (b.) 1982
8. Japan, 1974
9. 16
10. Sweden
11. South Africa, Belgium
- 12.

laureates	frequency
1	16
2	7
3	2
4	2
5	1
9	1
10	1
13	1
20	1

13. 1
14. 3.2
15. 1.5
16. USA
17. (a.) 13, (b.) 19
18. (a.) 3, Europe, North America, & South America; (b.) 7
19. Answers will vary but should explain that the winners became more diverse over time; the number of different countries represented increased as did the regions of the world represented. However, Europe and the USA remained dominant.
20. Answers will vary but may include advances in technology, knowing more about what is going on in the rest of the world as time went by, or perhaps changing attitudes about people of other cultures and races.

20th Century Peacemakers

Student Activity

Within the three galleries of the Center for Civil and Human Rights, you will learn about the work of several Nobel Peace Prize winners, or “laureates,” including Martin Luther King, Jr. from the United States, Nelson Mandela from South Africa, and Andrei Sakharov from the Soviet Union (now Russia). Nobel Peace Prize laureates are honored for their life-long dedication to promoting peace in their own countries and around the world. The award can be given to an individual person, a group, or both. There can even be up to three laureates in one year. In 1994, two people from Israel, Shimon Peres and Yitzhak Rabin, and one from Palestine, Yasser Arafat, were selected for trying to make peace in the Middle East.

The laureates receive a diploma, a gold medal and a large cash prize along with worldwide recognition for the difference they make in the lives of others. Many of these laureates are human rights activists. During your time at The Center, you will discover that when basic human rights are met, peace usually follows. Conflict and wars are more likely to happen when there

is extreme poverty or human rights abuses. For example, the winner of the 1970 Nobel Peace Prize was an American botanist named Norman Borlaugh. Why would a plant scientist win a peace prize? He created a kind of disease-resistant wheat that can grow in many parts of the world and especially in countries with famine. As a result of his work to end famine and malnutrition, over 1,000,000,000 lives worldwide have been saved so far. A billion!

The Peace Prize is one of five Nobel Prizes given out each year. The first ones were awarded in 1901, so their first one hundred years coincide with all of the 20th century. For this activity you will use the Last Will and Testament of Alfred Nobel, the man who created the Nobel Prizes, and a list of the Peace Prize laureates from 1901 to 2001—including those recipients spotlighted at The Center—to see if Alfred Nobel’s wishes were fulfilled. Specifically, you will be doing a statistical analysis on the countries of origin for the people and groups who won this prestigious award during that time period.

Part 1: Primary Source

Alfred Nobel was a Swedish engineer, philanthropist, peace advocate, and inventor (of dynamite!). When he died in 1896, part of his estate was distributed among his family, friends, and staff—just as he had requested in the will he wrote in November, 1895. However, he also wanted a large part of the money he left behind to be used to create the Nobel Prizes for “those who, during the preceding year, shall have conferred the greatest benefit to mankind.”

Read the primary source below—taken directly from Nobel’s will—describing how he wanted the prizes to be set up and distributed. Then answer the questions that follow.

... [The money] shall be divided into five equal parts, which shall be apportioned as follows: one part to the person who shall have made the most important discovery or invention within the field of physics; one part to the person who shall have made the most important chemical discovery or improvement; one part to the person who shall have made the most important discovery within the domain of physiology or medicine; one part to the person who shall have produced in the field of literature the most outstanding work in an ideal direction; and one part to the person who shall have done the most or the best work for fraternity between nations, for the abolition or reduction of standing armies and for the holding and promotion of peace congresses.... It is my express wish that in awarding the prizes no consideration whatever shall be given to the nationality of the candidates, but that the most worthy shall receive the prize, whether he be Scandinavian or not.

1. Into how many equal parts will the money be divided?

2. How does Nobel describe who should receive the Physics award each year?

3. How does Nobel describe who should receive the Chemistry award each year?

4. How does Nobel describe who should receive the Medicine award each year?

5. How does Nobel describe who should receive the Literature award each year?

6. How does Nobel describe who should receive the Peace award each year?

7. In the 20th century, many Nobel Peace Prize laureates worked to reduce the number of nuclear and chemical weapons in the world and to publicize their dangers. Which aspect of this peace award do their efforts meet?

8. In another section of his will, Nobel requested that four of the five prize selection committees be from his home country, Sweden, and the people choosing the Peace Prize laureates were to be from Norway. Do you think he wanted preference to given to award candidates from Scandinavia? Who does he state should win the awards?

Part 2: Geographic Statistics

Identify the geographical region of the world for each country in the chart and write your answers in the last column. Select the region from the list provided. (Note that these areas are regions and not necessarily continents. For example, Central America is technically in North America and the Middle East could be either Africa or Asia.)

Name _____ Class _____ Date _____

After you identify the regions and complete the chart, answer the questions that follow.

The First 100 Years of Nobel Peace Prizes

Regions: Asia, Africa, Central America, Europe, Middle East, North America, South America

Countries of the laureates	Total # of laureates from that country	1st or only year won	Region of the world
France	9	1901	
Switzerland	10	1901	
United Kingdom	13	1903	
Belgium	4	1904	
Austria-Hungary	2	1905	
United States	20	1906	
Italy	1	1907	
Denmark	1	1908	
Sweden	5	1908	
Netherlands	1	1911	
Norway	2	1921	
Germany	3	1926	
Argentina	2	1936	
Canada	2	1957	
South Africa	4	1960	
West Germany	1	1971	
Japan	1	1974	
Ireland	2	1974	
Soviet Union	2	1975	
Egypt	1	1978	
Israel	3	1978	
India	1	1979	
Mexico	1	1982	
Poland	1	1983	
Costa Rica	1	1987	
Tibet	1	1989	
Burma	1	1991	
Guatemala	1	1992	
Palestine	1	1994	
East Timor	2	1996	
South Korea	1	2000	
Ghana	1	2001	

Name _____ Class _____ Date _____

1. In the first century of Nobel Peace Prizes, there were 19 years when no awards were given. (a.) The first time this happened was in 1914. What was happening in Europe at that time? (b.) The longest period of time without a Nobel Peace Prize was 1939-1945. What major world event was taking place at that time?

2. How many different countries are on the list?

3. Some of the countries on this list no longer exist. Name at least two of these countries.

4. (a.) Which country had the most laureates in the first 100 years of Nobel Peace Prizes? (b.) When does this country first appear on the list?

5. (a.) Which country was the first one located outside of Europe or North America to have a laureate? (b.) In what year?

6. Which region of the world had the most laureates in the first 100 years of Nobel Peace Prizes?

Name _____ Class _____ Date _____

7. (a.) Which region of the world takes the longest to appear on the list? (b.) When did someone from that region first receive a Nobel Peace Prize?

8. For the 1973 award, Henry Kissinger from the United States and Le Duc Tho from North Vietnam were selected for trying to end the Vietnam War. However, Tho refused the award because peace was not yet fully achieved. As a result, which was the first country in Asia to appear on this list and when?

9. How many different countries on the list were home to a Nobel Peace Prize laureate only once during the first 100 years the prize was awarded?

10. Which country was home to five Nobel Peace Prize laureates in the first 100 years?

11. Which two countries had four laureates in the first 100 years?

12. Complete this frequency table for the number of times the countries were home to a Nobel Peace Prize laureate in the first 100 years of the award.

# of laureates	country frequency
1	
2	
3	
4	
5	
9	
10	
13	
20	

13. What is the mode for the number of times the 32 different countries on the list were home to a Nobel Peace Prize laureate from 1901-2001?

14. What is the mean for the number of times the 32 different countries on the list were home to a Nobel Peace Prize laureate from 1901-2001?

15. What is the median for the number of times the 32 different countries on the list were home to a Nobel Peace Prize laureate from 1901-2001?

16. Based on the frequency table and measures of central tendency (mode, mean, & median), which country is an outlier?

Name _____ Class _____ Date _____

17. (a.) How many different countries appear on the list in the first 50 years after the Nobel Peace Prize was first awarded? (b.) How many different countries appear on the list in the second 50 years of the Nobel Peace Prize?

18. (a.) How many different regions of the world appear on the list in first 50 years of the Nobel Peace Prize and which ones were they? (b.) How many different regions of the world appear on the list during the second 50 years of the Nobel Peace Prize?

19. Based on your answers to the questions above, discuss the patterns of the geographic diversity during the first 100 years of Nobel Peace Prize laureates. Were Alfred Nobel's instructions that "in awarding the prizes no consideration whatever shall be given to the nationality of the candidates, but that the most worthy shall receive the prize" followed? Why or why not?



Students will learn about 20th century Nobel Peace Prize laureates, including Dr. Martin Luther King, Jr., and Nelson Mandela.



Lesson 2: Voters' Rights and Citizenship Tests

Teacher Instructions

After the Civil War ended, the US Constitution changed so that former enslaved people were able to vote. The 15th Amendment, passed in 1869, gave all males the right to vote and 50 years later the 23rd Amendment gave all women the right to vote. However, states in the south often made their own laws to prevent some people—mainly poor white people and all black people—from voting. For example, sometimes the state laws said that people must own property or pay a tax before they could vote.

Even today, a person who wants to vote in an election has to register with their state before Election Day. Until the 1960s some states in the south made this process so complicated—or dangerous—that many African American men and women could not even register to vote much less cast a ballot. One of the ways this disenfranchisement took place was with a citizenship test. A prospective voter could be asked to pass the test in order to “prove” they were a US citizen before they could register to vote for an upcoming election.

In the summer of 1963, a group of black and white Americans from the Congress for Racial Equality, or CORE, arrived in the town of Plaquemine, Louisiana, to help African Americans register to vote with the local registrar. Armed with a copy of the citizenship test that would be given, they set out to teach local citizens both their constitutional rights and the answers to the questions on the test. At the voting registrar's office, a potential applicant had to (1) fill out an affidavit form correctly, (2) write part of the Preamble to the Constitution, chosen and dictated by the registrar and (3) answer six random multiple-choice questions about US government, law, and constitutional history. In

this lesson plan, students will see if they would pass an actual Louisiana Citizenship Test from 1963.

The copy of the test adapted for the simulation in this lesson plan was used by a young, white woman from Idaho named Lois Chaffee. The spring of 1963 had already been eventful for her before she spent the summer as a CORE voter registration volunteer in Louisiana. Earlier, she participated in a sit-in at a segregated Woolworth's lunch counter in Jackson, Mississippi. Chaffee moved to Mississippi to teach at Tougaloo College, a historically black college, and she took part in the sit-in with fellow faculty members and students from the school. In *Rolls Down Like Water: The American Civil Rights Movement* at the Center for Civil and Human Rights you will see a photo taken at this infamous sit-in.

The 1963 Louisiana Citizenship Test in this lesson plan is used with generous permission from the Amistad Research Center: *George Longe Papers, Amistad Research Center, New Orleans, LA*. Another excellent resource for the 1963 voter registration drive in Plaquemine, LA, (although not suitable for elementary and middle school viewers due to violence and language) is the documentary *Louisiana Diary*, © WNET. This fascinating, hour-long video filmed in Plaquemine during the summer and fall of 1963—the same year this citizenship was being used—can be accessed via the [Amistad Research Center](#) or the [San Francisco Bay Area Television Archive](#).

Simulation Procedures:

Depending on the size and level of the class, you can conduct this simulation two ways. The students can work as partners, with one serving as the “Registrar” administering the test and the other as the “Applicant.” They will take turns playing both roles during the administration of the test. Or, the simulation can be completed as a whole-class activity with you as the Registrar. The student worksheet, adapted from the actual 1963 citizenship test, contains three sections to be filled in by the Applicant. Each student will need a copy of the worksheet.

Step 1

Affidavit: The student fills out and signs the affidavit form on the worksheet, identifying him or herself as the “Applicant.”

Step 2

Preamble: The Registrar will read an excerpt of the Preamble to the US Constitution (included below) out loud to the Applicant. The Registrar can make the dictation selection as long, short, easy, or hard as he or she wants. The Applicant must write, and correctly spell, the selected section in the space provided on the worksheet.

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Step 3

Citizenship Test for Registration: The Applicant must correctly answer four of six questions from one of seven different multiple choice tests. The registrar can distribute copies of the seven different tests at random or, for a more accurate simulation, have the copies lying face down on a desk for the Applicant to select. The seven versions of the test, with the text as it appeared in 1963, begin on the next page of these Teacher Instructions. You may want to laminate them or photocopy them onto card stock for durability and to add to the authenticity of the lesson. If another student is serving as the Registrar, provide them with the answer key to that particular test and make sure they use a different version when the students switch roles.

Answer Keys for Citizenship Tests

Form 1: 1b, 2c, 3c, 4b, 5c, 6b

Form 2: 1c, 2c, 3b, 4b, 5a, 6a

Form 3: 1b, 2c, 3c, 4a, 5a, 6a

Form 4: 1c, 2c, 3b, 4b, 5b, 6a

Form 5: 1a, 2b, 3a, 4a, 5b, 6c

Form 6: 1c, 2c, 3b, 4b, 5c, 6a

Form 7: 1b, 2c, 3b, 4b, 5a, 6c

Step 4

Conclusion: Use the questions listed in the “Reflection” section at the end of the student worksheet as writing prompts or for class discussions.

DO NOT WRITE ON THIS CARD

Form No. 1

Applicant must correctly answer any four of the following six questions so as to evidence an elemental knowledge of the Constitution and Government, an attachment thereto, and a simple understanding of the obligations of citizenship under a republican form of government.

1. The church that we attend is chosen—
 - a. by the National Government.
 - b. by ourselves.
 - c. by the Congress.

2. The President must be at least—
 - a. twenty-five years old.
 - b. thirty years old.
 - c. thirty-five years old.

3. It is important for every voter—
 - a. to vote as others tell him to vote.
 - b. to vote for the most popular candidates.
 - c. to vote for the best qualified candidates.

4. The name of our first President was—
 - a. John Adams.
 - b. George Washington.
 - c. Alexander Hamilton.

5. The Constitution of the United States places the final authority in our Nation in the hands of—
 - a. the national courts.
 - b. the States.
 - c. the people.

6. The judges of the national courts hold office—
 - a. for five years.
 - b. for life if they obey the laws.
 - c. for twenty years.

Applicant's answers must be provided on the form furnished by the Registrar for permanent records.

This card must be returned to the Registrar.

DO NOT WRITE ON THIS CARD

Form No. 2

Applicant must correctly answer any four of the following six questions so as to evidence an elemental knowledge of the Constitution and Government, an attachment thereto, and a simple understanding of the obligations of citizenship under a republican form of government.

1. The Congress cannot regulate commerce—
 - a. between States.
 - b. with other countries.
 - c. within a state.

2. The general plan of a State government is given—
 - a. in the Constitution of the United States.
 - b. in the laws of the Congress.
 - c. in its own State constitution.

3. The tax we pay on our property is—
 - a. a business tax.
 - b. a property tax.
 - c. an inheritance tax.

4. The President gets his authority to carry out laws—
 - a. from the Declaration of Independence.
 - b. from the Constitution.
 - c. from the Congress.

5. Our towns and cities have delegated authority which they get from the—
 - a. State.
 - b. Congress.
 - c. President.

6. A citizen who desires to vote on Election Day must, before that date, go before the election officers and—
 - a. register.
 - b. pay all of his bills.
 - c. have his picture taken.

Applicant's answers must be provided on the form furnished by the Registrar for permanent records.

This card must be returned to the Registrar.

DO NOT WRITE ON THIS CARD

Form No. 3

Applicant must correctly answer any four of the following six questions so as to evidence an elemental knowledge of the Constitution and Government, an attachment thereto, and a simple understanding of the obligations of citizenship under a republican form of government.

1. Limits are placed on the right to vote by the—
 - a. National Government.
 - b. States.
 - c. courts.

2. The Articles of Confederation are—
 - a. the Constitution we now have.
 - b. a plan for State government.
 - c. an early plan of government for the original 13 States.

3. The mail carrier is paid by the—
 - a. city.
 - b. State.
 - c. United States Government.

4. The President is elected—
 - a. for four years.
 - b. for six years.
 - c. for life.

5. The chief work of the Congress is to—
 - a. make the laws for the Nation.
 - b. explain the laws.
 - c. make treaties.

6. The Congress cannot establish—
 - a. churches.
 - b. courts.
 - c. banks.

Applicant's answers must be provided on the form furnished by the Registrar for permanent records.

This card must be returned to the Registrar.

DO NOT WRITE ON THIS CARD

Form No. 4

Applicant must correctly answer any four of the following six questions so as to evidence an elemental knowledge of the Constitution and Government, an attachment thereto, and a simple understanding of the obligations of citizenship under a republican form of government.

1. All bills of revenue (tax) must begin in—
 - a. the Senate.
 - b. the Supreme Court.
 - c. the House of Representatives.

2. The President is elected—
 - a. by the Congress.
 - b. by the direct vote of the people.
 - c. by the people through electors.

3. We usually decide public questions in the United States by a vote of the—
 - a. few.
 - b. majority.
 - c. male citizens.

4. Bad government in a democracy is possible if the people—
 - a. make wise votes.
 - b. forget to vote.
 - c. do not stay at home.

5. A government in which the people delegate authority to chosen officials is—
 - a. a totalitarian state.
 - b. a republic.
 - c. a monarchy.

6. Most States have a lawmaking body made up—
 - a. of two houses.
 - b. of one house.
 - c. of the governor and the department heads.

Applicant's answers must be provided on the form furnished by the Registrar for permanent records.

This card must be returned to the Registrar.

DO NOT WRITE ON THIS CARD

Form No. 5

Applicant must correctly answer any four of the following six questions so as to evidence an elemental knowledge of the Constitution and Government, an attachment thereto, and a simple understanding of the obligations of citizenship under a republican form of government.

1. The legislative branch of the State government—
 - a. makes the laws for the State.
 - b. tries cases in the courts.
 - c. explains the laws.

2. The Members of the House of Representatives are called—
 - a. judges.
 - b. Congressmen.
 - c. Senators.

3. The powers granted to the National Government in the Constitution are called—
 - a. delegated powers.
 - b. denied powers.
 - c. the final authority.

4. The US Supreme Court is made up of—
 - a. 9 Justices.
 - b. 6 Justices.
 - c. 5 Justices.

5. The number of Representatives from each State depends upon—
 - a. the voters.
 - b. the population.
 - c. the electors.

6. Each State has as many Presidential electors as it has—
 - a. Senators.
 - b. Representatives.
 - c. Senators and Representatives.

Applicant's answers must be provided on the form furnished by the Registrar for permanent records.

This card must be returned to the Registrar.

DO NOT WRITE ON THIS CARD

Form No. 6

Applicant must correctly answer any four of the following six questions so as to evidence an elemental knowledge of the Constitution and Government, an attachment thereto, and a simple understanding of the obligations of citizenship under a republican form of government.

1. In case of impeachment of the President, the officer who would preside at the trial is—
 - a. the Vice President.
 - b. the Speaker of the House of Representatives.
 - c. Chief Justice of the United States.

2. Money is coined by—
 - a. the States.
 - b. the people.
 - c. the National Government.

3. Our Constitution has been changed—
 - a. by the President.
 - b. by the Congress and the people.
 - c. by the Supreme Court.

4. The Senators and Congressmen from my State are elected by the—
 - a. State legislature.
 - b. voters.

5. United States judges obtain their offices through—
 - a. election by the people of their districts.
 - b. appointment by the President without the approval of the Senate.
 - c. appointment by the President with the advice and consent of the Senate.

6. A tax on the money a person receives in payment for his labor, or earnings from his property is—
 - a. an income tax.
 - b. a poll tax.
 - c. a sales tax.

Applicant's answers must be provided on the form furnished by the Registrar for permanent records.

This card must be returned to the Registrar.

DO NOT WRITE ON THIS CARD

Form No. 7

Applicant must correctly answer any four of the following six questions so as to evidence an elemental knowledge of the Constitution and Government, an attachment thereto, and a simple understanding of the obligations of citizenship under a republican form of government.

1. The State governments have the authority to—
 - a. admit new States into the Union.
 - b. set up local governments within the State.
 - c. declare war.

2. The Seventeenth Amendment states that Senators shall be elected by—
 - a. the State legislatures.
 - b. the Congress.
 - c. the people of the States.

3. The system of courts in a State is called—
 - a. the executive branch of the government.
 - b. the State judiciary.
 - c. the Senate.

4. Presidential candidates are nominated—
 - a. by State Legislatures.
 - b. by National Conventions.
 - c. by the people.

5. The written statement of the things for which a political party stands is called the—
 - a. platform.
 - b. ballot.
 - c. candidate.

6. The name of our first President was—
 - a. John Adams.
 - b. Alexander Hamilton
 - c. George Washington.

Applicant's answers must be provided on the form furnished by the Registrar for permanent records.

This card must be returned to the Registrar.

Voters' Rights and Citizenship Tests

Student Activity

After the Civil War ended, the US Constitution changed so that former enslaved people were able to vote. The 15th Amendment, passed in 1869, gave all males the right to vote and 50 years later, the 23rd Amendment gave all women the right to vote. However, states in the south often made their own laws to prevent some people—mainly poor white people and all black people—from voting. For example, sometimes the state laws said that people must own property or pay a tax before they could vote.

Even today, a person who wants to vote in an election has to register with their state before Election Day. Until the 1960s some states in the south made this process so complicated—or dangerous—that many African American men and women could not even register to vote much less cast a ballot. One of the ways this disenfranchisement took place was with a citizenship test. A prospective voter could be asked to pass the test in order to “prove” they were a US citizen before they could register to vote for an upcoming election.

In the summer of 1963, a group of black and white Americans from the Congress for Racial

Equality, or CORE, arrived in the town of Plaquemine, Louisiana, to help African Americans register to vote with the local registrar. Armed with a copy of the citizenship test that could be given to African Americans, they set out to teach local citizens both their constitutional rights about voting and the correct answers to the questions on the test. Now you will see if you would have been able to pass an actual Louisiana Citizenship Test used for voter registration in 1963.

The copy of the test adapted for this activity was used by a young, white woman from Idaho named Lois Chaffee. The spring of 1963 had already been eventful for her before she spent the summer as a CORE voter registration volunteer in Louisiana. Earlier, she participated in a sit-in at a segregated Woolworth's lunch counter in Jackson, Mississippi. Chaffee moved to Mississippi to teach at Tougaloo College a historically black college, and she took part in the sit-in with fellow faculty members and students from the school. Look for a photograph from this infamous sit-in when you visit *Rolls Down Like Water: The American Civil Rights Movement* at the Center for Civil and Human Rights.

Terms to Know: *affidavit, amendment, applicant, citizenship, dictation, disenfranchisement, disposed, elemental, literacy, poverty, preamble, registrar, simulation*

At the voting registrar's office, a potential Applicant had to (1) fill out the Affidavit form correctly, (2) write a part of the Preamble to the Constitution, as chosen and dictated by the Registrar and (3) answer multiple-choice questions on a Citizenship Test about US history, government, and constitutional law. Your teacher or partner will play the role of the Registrar while you are the Applicant. If you are working with a partner, you will also have a chance to play the role of the Registrar when your partner becomes the Applicant.

When you are the Applicant in the simulation use the worksheet provided, which comes from the actual 1963 Louisiana citizenship test. Fill out the form and record your answers to see if you would have been eligible to vote in Louisiana during the summer of 1963.

Name _____ Class _____ Date _____

AFFIDAVIT

_____ (your city), _____ (state)

_____ (today's date)

I do solemnly swear that I will faithfully and fully abide by the laws of this State and that I am well disposed to the good order and happiness thereof.

Sworn to and subscribed before me

Registrar's signature: _____

Applicant's signature: _____

Applicant's address: _____

PREAMBLE

Applicant shall demonstrate his ability to read and write from dictation by the Registrar of Voters from the Preamble to the Constitution of the United States of America. Write the section of the Preamble dictated to you by the Registrar here:

CITIZENSHIP TEST FOR REGISTRATION

Applicant must correctly answer any four of the following six questions so as to evidence an elemental knowledge of the Constitution and Government, an attachment thereto, and a simple understanding of the obligations of citizenship under a republican form of government.

Circle the number from the Question Card form you selected: 1 2 3 4 5 6 7

Circle the letter indicating your answers to the numbered questions:

- | | | | | | | | |
|----|----|----|----|----|----|----|----|
| 1. | a. | b. | c. | 4. | a. | b. | c. |
| 2. | a. | b. | c. | 5. | a. | b. | c. |
| 3. | a. | b. | c. | 6. | a. | b. | c. |

Name _____ Class _____ Date _____

Reflection

1. Did you “pass” the test? Why or why not?

2. Which section was the most difficult for you? Why?

3. In what ways could the Registrar make this test more difficult for the Applicant to pass?

4. In what ways could the Registrar make it easier for the Applicant to pass the test?

Name _____ Class _____ Date _____

5. Many of the people in Louisiana who had to take these tests were very poor. Sometimes, they had not finished high school before going to work to support their families. How could poverty affect how well a person could do on a citizenship test?

6. Other disenfranchisement tricks used by registrars' offices to prevent people from registering to vote before an election included pretending the office was closed and locking their doors whenever African American applicants arrived. There were even reports of potential voters having to guess how many jelly beans were in a jar! Somehow, white voters always guessed correctly while African Americans did not. Could these or similar tricks still be used today? Why or why not?

7. Based on what you see during your field trip in *Rolls Down Like Water: The American Civil Rights Movement* at The Center, what other laws did southern states make to deny African Americans their civil rights?

Bonus

Besides being a US citizen and at least 18 years of age on Election Day, there are still laws about who can and cannot vote in certain states. Research your state election guidelines to find out what those registration requirements are. For example, does your state require a permanent address or a photo I.D to vote? Can convicted felons vote? Do you think these laws are fair? Two useful places to begin your research are [Project Vote Smart](#), [Can I Vote](#), and [Rock the Vote](#).

James Farmer was the head of CORE, one of the groups responsible for voter registration drives in Louisiana.



Science & Social Studies

Life Science, Health, Current Events, Geography

Lesson Plan 3: The Right to Safe Water

Teacher Instructions

Inside *Spark of Conviction: The Global Human Rights Movement* at the Center for Civil and Human Rights, you will learn about a document called the United Nations (UN) “Universal Declaration of Human Rights.” It states that every human’s rights include opportunities for adequate food and shelter and access to medical care. The UN’s “Convention on the Rights of the Child” also says that every child has the right to adequate nutrition and health care. At the root of these rights is access to clean water so in 2010, the UN General Assembly passed a resolution recognizing safe drinking water and sanitation as a human right.

While we may first think of poverty-stricken nations, even industrialized countries with high standards of living can be faced with human rights health crises. Wars or natural disasters can destroy cities, their infrastructures, and medical centers. Dangerous diseases that were once thought to be gone for good can reappear

when a country is the least capable of dealing with it. For example, polio, which can be passed through contaminated water, reappeared in the Middle East in 2013 after wars erupted in Syria. Vaccine programs are disrupted and refugees fleeing to neighboring countries often bring highly-contagious, water-borne diseases with them to camps that lack clean water and sanitation services.

Improved sanitation goes hand-in-hand with clean water. Washing your hands won’t keep you germ-free if the water you use is contaminated. Usually, contamination in water comes from human waste found in sewage mixed with drinking water. These situations arise in crowded locations with little technology in place, such as quickly-formed refugee camps, or in rural areas of developing nations in Africa, South America, and Southeast Asia where the rainy seasons often coincide with epidemics of water-borne diseases.

The World Health Organization (WHO) and United Nations International Children’s Emergency Fund (UNICEF) report that over 700 million people around the world have unsafe drinking water. About 30,000 people die every week from illnesses caused by unsanitary drinking water and 90% of these victims are under the age of five. In fact, nearly 2000 children die every day from dehydration and diarrhea caused by water contaminated with human waste. Unsafe water and lack of basic sanitation kill more people every year than all forms of violence, including war.

Water that looks *clear* may not be *clean*. Some of the most dangerous diseases in water are caused by microscopic organisms. In this activity students will learn about ten common water-related illnesses and how they threaten so many people around the world. Your class will need access to the Internet in order to complete this assignment. Your students will begin with a list of websites to consult and a chart to complete, with help from the members of their group. Then they will answer questions about the causes and effects of these diseases as well as what is being done to help.

Answer Key

Part 1

BACTERIA			
Disease	Cause	Transmitted by	Symptoms include
Dysentery	<i>Shigella dysenteriae</i>	ingesting contaminated water	diarrhea with blood and/or mucus, vomiting blood
Typhoid	<i>Salmonella typhi</i>	ingesting contaminated food or water	headaches, diarrhea, nausea and loss of appetite
Cholera	<i>Vibrio cholerae</i>	ingesting contaminated water	watery diarrhea, nausea, cramps, nosebleed, rapid pulse, vomiting, shock; can cause death in a matter of hours

PARASITES			
Disease	Cause	Transmitted by	Symptoms include
Guinea Worm Disease	<i>Dracunculus medinensis</i> worm	ingesting water contaminated with water fleas carrying the worm larvae	hives, rash, blisters, nausea, vomiting, diarrhea, asthma, skin ulcers
Schistosomiasis	<i>Schistosoma</i> worm (blood fluke)	contact with fresh water contaminated with snails carrying worm	damage the liver, intestines, lungs and bladder

PROTOZOA			
Disease	Cause	Transmitted by	Symptoms include
Amoebic Dysentery	<i>Entamoeba histolytica</i>	ingesting contaminated water	abdominal discomfort, fatigue, weight loss, diarrhea, bloating, fever
Giardia	<i>Giardia lamblia</i>	ingesting contaminated water	Diarrhea, abdominal discomfort, bloating

VIRUSES			
Disease	Cause	Transmitted by	Symptoms include

Hepatitis A	Hepatitis A virus	ingesting contaminated water	fatigue, fever, abdominal pain, nausea, diarrhea, weight loss, itching, jaundice
Hepatitis E	Hepatitis E virus	ingesting contaminated water	jaundice, loss of appetite, abdominal pain, vomiting, nausea, liver failure
Polio	<i>Poliovirus</i>	ingesting contaminated water	headache, fever, seizures, meningitis, and paralysis

Part 2

1. (a.) ingesting contaminated water (b.) Schistosomiasis, by contact with the water
2. diarrhea
3. Digestive tract, because you are ingesting the contaminated water
4. Answers will vary and may include: no one to administer to it, high costs, difficulty in getting it to the locations where it's needed
5. Answers will vary and may include: they are mostly found in tropical areas or because they are not found in developed countries, so many people don't even know about them.

Bonus: Yes; protozoa can either be free-living or parasitic. These two are parasitic and require a host for survival and propagation.

The Right to Safe Water

Student Activity

Inside *Spark of Conviction: The Global Human Rights Movement* at the Center for Civil and Human Rights, you will learn about a document called the United Nations (UN) “Universal Declaration of Human Rights.” It states that every human’s rights include opportunities for adequate food and shelter and access to medical care. The UN’s “Convention on the Rights of the Child” also says that every child has the right to adequate nutrition and health care. At the root of these rights is clean water so in 2010, the UN General Assembly passed a resolution recognizing safe drinking water and sanitation as a human right.

While we may first think of poverty-stricken nations, even industrialized countries with high standards of living can be faced with human rights health crises. Wars or natural disasters can destroy cities, their infrastructures, and their medical centers. Dangerous diseases that were once thought to be gone for good can reappear when a country is the least capable of dealing with it. For example, polio, which can be passed through contaminated water, reappeared in the Middle East in 2013 after wars erupted in Syria. Vaccine programs are disrupted and refugees fleeing to neighboring countries often bring highly-contagious, water-borne diseases with them to camps that lack clean water and sanitation services.

Improved sanitation goes hand-in-hand with clean water. Washing your hands won’t keep you germ-free won’t help if the water you use is contaminated. Usually, contamination in water

comes from human waste in sewage mixed with drinking water. These situations arise in crowded locations with little technology in place, such as quickly-formed refugee camps, or in rural areas of developing nations in Africa, South America, and Southeast Asia where the rainy seasons often coincide with epidemics of water-borne diseases.

The World Health Organization (WHO) and United Nations International Children’s Emergency Fund (UNICEF) report that over 700 million people around the world have unsafe drinking water. About 30,000 people die every week from illnesses caused by unsanitary drinking water and 90% of these victims are under the age of five. In fact, nearly 2000 children die every day from dehydration and diarrhea caused by water contaminated with human waste. Unsafe water and lack of basic sanitation kill more people every year than all forms of violence, including war.

Water that looks *clear* may not be *clean*. Some of the most dangerous diseases in water are caused by microscopic organisms. In this activity you are going to learn about ten common water-related illnesses and how they threaten so many people around the world. To guide your research, you will begin with a list of websites to consult and a chart to complete, with help from the members of your group. Then you will answer questions about the causes and effects of these diseases, as well as what is being done to help.

Terms to Know: *adequate, bacteria, coincide, contagious, contaminated, dehydration, epidemic, infrastructure, ingesting, parasite, protozoa, refugee, sanitation, ulcer, vaccine, virus*

Part 1

The charts below contain 10 common illnesses caused by four different kinds of microscopic organisms found in water: bacteria, parasites, protozoa, and viruses. Divide the list among the members of your group to research. For each disease, fill in its cause and how it is transmitted, and then describe some of the symptoms. The first one has been done for you. Begin your research with your science textbook and the following websites. Share your results with the rest of your group and complete the charts.

- [Centers for Disease Control](#)
- [UNICEF](#)
- [World Health Organization](#)
- [US Environmental Protection Agency](#)

BACTERIA			
Disease	Cause	Transmitted by	Symptoms include
Dysentery	<i>Shigella dysenteriae</i>	ingesting contaminated water	diarrhea with blood and/or mucus, vomiting blood
Typhoid			
Cholera			

PARASITES			
Disease	Cause	Transmitted by	Symptoms include
Guinea Worm Disease			
Schistosomiasis			

PROTOZOA			
Disease	Cause	Transmitted by	Symptoms include
Amoebic Dysentery			
Giardia			

VIRUSES			
Disease	Cause	Transmitted by	Symptoms include
Hepatitis A			
Hepatitis E			
Polio			

Part 2

Review your data to answer these questions.

1. (a.) What is the most common way these diseases are transmitted? (b.) Which is the only disease NOT transmitted in that way, and how does a person become infected with it?

Name _____ Class _____ Date _____

2. The most common symptom for these diseases causes serious and sometimes deadly dehydration. Which symptom is it?

3. Which of your anatomical systems appears to be the most affected by these diseases? Why?

4. There are vaccines for the illnesses these bacteria and viruses cause. What reasons can you think of to explain why they aren't used more often?

5. Some diseases, such as Schistosomiasis and Guinea Worm Disease, are called "Neglected Tropical Diseases" or NTDs. Trachoma, another NTD found in areas with poor sanitation and a lack of clean water, is a bacterial infection that causes blindness. Why do you think these illnesses are labeled as "Neglected Tropical Diseases?"

Part 3

In *Spark of Conviction: The Global Human Rights Movement* at The Center, you learn about some human rights heroes found working within NGOs, or non-governmental organizations. The missions of these NGOs address very specific issues such as the use of child soldiers or modern-day slavery. Others fight discrimination against women, refugees, people with disabilities, or other groups. NGOs concerned with healthcare work to provide safe water to people around the world. These NGOs include the World Health Organization (WHO), United Nations International Children's Emergency Fund (UNICEF), and Médecins Sans Frontières/Doctors Without Borders (MSF).

Name _____

Class _____

Date _____

Search online for a recent news story featuring the efforts of one of the NGOs above: WHO, UNICEF, or MSF. Find out what the group is doing at this very moment to make the world safer for everyone. The article can be specifically about improving water and sanitation or another human rights topic. Read the article you find, summarize your findings in a paragraph, and present what you have learned to your class.

Search tips:

- Use the “search” box on a news network’s website.
 - www.cnn.com
 - www.foxnews.com
 - www.bbc.com/news
 - www.nytimes.com
 - www.reuters.com
 - www.usatoday.com
- Search for the organization by either its full name or its abbreviation.
- Select an article with a recent date.

Bonus

Engineers and inventors are improving drinking water with nanotechnology, which deals with matter in its smallest form—atoms. New filters in portable water cleaning systems, like [LifeStraw®](#), can keep out some of the tiniest organisms, including those with only one cell! Protozoa are one-celled organisms. Some kinds of protozoa are parasites and some are not. Could the two protozoa included above also have been classified as parasites, along with the multi-celled worms in the “Parasite” section? Explain.

In Equatorial Guinea, the dictator Teodoro Obiang has amassed a personal fortune from the oil industry while less than half of the country has access to clean drinking water. Look for more information about Obiang and his human rights abuses in *Spark of Conviction: The Global Human Rights Movement*.



[QUESTION:] WHAT DO YOU THINK?

Without access to medical care, food and clean water, are you able to exercise your right to speak out or vote?

Without the right to speak out or vote, are you able to elect leaders who will ensure access to medical care, food and clean water?

Lesson Plan 4: The Art of Integration

Teacher Instructions

In November 1960, six-year-old Ruby Bridges became the first African American child to attend William Frantz Elementary School in New Orleans, Louisiana. She passed a test—made difficult on purpose—to “prove” that she was academically capable of going to an all-white school. Escorted by federal marshals, Bridges described the scene as she approached her new school: “Driving up I could see the crowd, but living in New Orleans, I actually thought it was Mardi Gras. They were throwing things and shouting, and that sort of goes on in New Orleans at Mardi Gras.” Reaction at the school was swift. Most of the white parents pulled their children out and boycotted the school. Ruby Bridges was taught in a classroom by herself for the rest of the school year.

On her first day, Ruby did not know she was making history. At that age, she knew nothing about racism. She did not know that the white women screaming in front of the school, threatening to poison her food, and carrying a small coffin with a brown-skinned doll in it were there because of her. But she learned quickly. She later remembered, “The lesson that I took away that year in an empty school building was that none of us knows anything about disliking one another when we come into the world. It is something that is passed on to us. We should never look at another person and judge them by the color of their skin.”

There is a popular saying “a picture is worth a thousand words” and perhaps nobody knew that power better than American painter and illustrator Norman Rockwell. For much of his life, he was an illustrator so it was his job to tell a story with as few words as possible. His recognizable works could be seen on magazine

covers, articles, Boy Scouts calendars, and in advertisements of everything from Corn Flakes to Coca-Cola. When Rockwell’s painting *The Problem We All Live With* was published in a magazine in 1964, it surprised many who knew and adored his pictures of traditional American life. Rockwell based *The Problem We All Live With* on the integration of the elementary schools in New Orleans that took place four years earlier. The image created an immediate sensation. Prior to this publication, Rockwell followed the unwritten rule that African Americans should only be shown in magazines and advertisements in serving roles or as second-class citizens.

A reproduction of this historic painting can be viewed in a presentation about school integration in *Rolls Down Like Water: The American Civil Rights Movement* at the Center for Civil and Human Rights. In an attempt to protect the children and their families at the time, the press did not release their names. Rockwell would not have known the little girl in his painting as “Ruby Bridges.” He was probably influenced by media coverage of the story and by author John Steinbeck’s account of the episode in his best-selling book, *Travels With Charley*. At The Center, you will be able to read Steinbeck’s description of this event alongside Rockwell’s painting. History - right before your eyes.

During your class field trip to The Center, students will also see photographs of Ruby Bridges taken at William Frantz Elementary. How do they compare to the Rockwell painting? In this activity, students will examine Ruby Bridges’ contribution to the American Civil Rights Movement by analyzing two artistic depictions of the same event.

ANSWER KEY

Part 1

1. Answers will vary and may include: outside, on a sidewalk, next to a building or wall
2. (a.) the little girl (b.) the four men
3. Answers will vary and may include: her placement near the center of the painting; she is the only one with a head; the colors he used for her contrast with each other much more than the neutral colors he used for the men
4. Answers will vary and may include: they aren't as important as the girl; the vantage point is from another child and they are too tall; they represent the government or adults in general
5. (a.) in the pocket of the man on the far left (b.) their badges and armbands ("Deputy US Marshal") show that they are law officers
6. Tomato; someone threw it
7. Answers will vary and may include: all have one foot forward; the men all have the same foot forward and knees bent at the same angle like they are marching; all of their hands are clenched in a fist
8. A ruler, pencils, a book; she is on her way to or from school
9. Answers will vary depending on how the graffiti makes each student feel and whether or not they think the little girl has noticed it.
10. Answers will vary and may include: people yelling, the tomato hitting the wall, cars going by
11. Answers will vary and may include: appalled, guilty for not being able to help the girl, inspired to action, hopeful for segregation.
12. Answers will vary depending on each student's individual interpretation of the title and may include a discussion of how racism and segregation affected everyone.

Part 2

1. Answers will vary and may include: both are outside in front of a building, but this building has a door and steps
2. Answers will vary and may include: she is a young African American child in a dress, walking and surrounded by men, but she isn't wearing all white and she is carrying a bag while looking downwards
3. Answers will vary and may include: all wearing suits and surrounding the little girl, but there are only three of them outside in the photograph, and you can see their heads
4. Answers will vary but should include statements from #1-3 above.
5. Answers will vary depending on whether students think Rockwell was trying to record the event as it actually happened.
6. Answers will vary and may include: white symbolizes purity and innocence or because it made her stand out more in painting
7. Answers will vary based on students' individual opinions about which one is more effective
8. Answers will vary to express individual opinions.

The Art of Integration

Student Activity

In November 1960, six-year-old Ruby Bridges became the first African American child to attend William Frantz Elementary School in New Orleans, Louisiana. She passed a test—made difficult on purpose—to “prove” that she was capable of going to an all-white school. Escorted by federal marshals, Bridges described the scene as she approached her new school: “Driving up I could see the crowd, but living in New Orleans, I actually thought it was Mardi Gras. They were throwing things and shouting, and that sort of goes on in New Orleans at Mardi Gras.” Reaction at the school was swift. Most of the white parents pulled their children out and boycotted the school. Ruby Bridges was taught in a classroom by herself for the rest of the school year. Can you imagine going to your school every day under these circumstances?

On her first day, Ruby did not know she was making history. At that age, she knew nothing about racism. She did not know that the white women screaming in front of the school, threatening to poison her food, and carrying a small coffin with a brown-skinned doll in it were there because of her. But she learned quickly. She later remembered, “The lesson that I took away that year in an empty school building was that none of us knows anything about disliking one another when we come into the world. It is something that is passed on to us. We should never look at another person and judge them by the color of their skin.”

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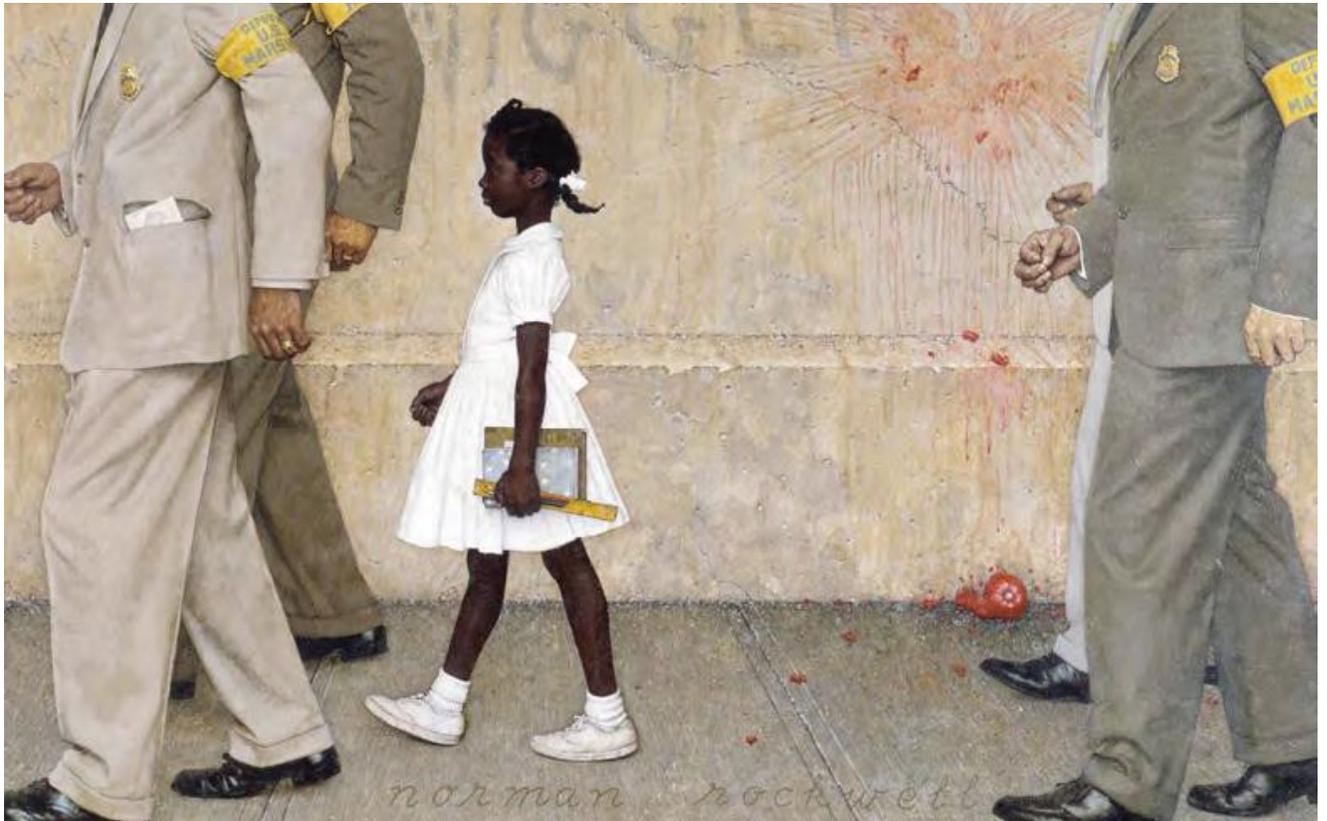
You can see a reproduction this historic painting in a presentation about school integration in *Rolls Down Like Water: The American Civil Rights Movement* at the Center for Civil and Human Rights. In an attempt to protect the children and their families at the time, the press did not release their names. Rockwell would not have known the little girl in his painting as “Ruby Bridges.” He was probably influenced by media coverage of the story and by author John Steinbeck’s account of the episode in his best-selling book, *Travels With Charley*. At The Center, you will be able to read Steinbeck’s description of this event alongside Rockwell’s painting. Be sure to look for it.

During your field trip to The Center, you will see photographs of Ruby Bridges taken at William Frantz Elementary. In this activity, you will examine both the painting by Rockwell representing Ruby Bridges’ contribution to the American Civil Rights Movement and one of the photographs of her to compare and contrast how they depict the same event.

Terms to Know: *composition, contrast, depiction, escorted, illustrator, integration, marshal, protagonist*

Part 1

Study Norman Rockwell's *The Problem We All Live With* carefully and answer the questions that follow. At The Center, you will also see the photographs, models, and sketches he used to plan this painting.



1. Every painting tells a story. Describe the setting for this story.

Name _____ Class _____ Date _____

2. (a.) Who is the main character in this story? (b.) Who are the supporting the characters in this story?

3. How did Norman Rockwell use composition and contrast to identify the main character?

4. Why do you think the artist decided to omit the heads of the supporting characters?

5. One of the ways that an artist can tell you what is important in a painting is by his or her choice of color. The brightest colors in this painting are white, yellow, and red. (a.) Besides the little girl's clothes and hair ribbon, the other white object is a paper that represents the government's order to protect the little girl. Where is it in the painting? (b.) What do the yellow areas on the four men tell us about who they are?

6. What is the red object in the painting? How did it get there?

7. A “rhythm” is a repeated pattern. In a work of art, repeated shapes or images can form a pattern and suggest motion. Look at the positions of all five people in this painting. What shapes or images are repeated to form a rhythm?

8. What is the little girl holding? What do these objects tell us about where she is going?

9. How do the graffiti words on the wall make you feel? Do you think the little girl has noticed them? Why or why not?

10. If this painting were a scene from a video clip, what sounds do you think we would hear with it?

Name _____ Class _____ Date _____

11. How do you think Norman Rockwell wanted people to feel when looking at his painting?

12. Why do you think he named this painting *The Problem We All Live With*?

Part 2

US Marshals escorted Ruby Bridges to and from William Frantz Elementary School every day of her first grade year. This photograph, seen at The Center, was taken one afternoon as she left school for the day. Compare this photograph to Norman Rockwell's painting, *The Problem We All Live With*.



Name _____ Class _____ Date _____

1. How is the setting of the painting different from that of photo? How is it the same?

2. How is the little girl in the painting similar to Ruby Bridges in the photo? How is she different?

3. How are the men in the painting similar to those in the photo? How are they different?

4. On separate paper, make a Venn diagram for the painting and the photograph.

5. In your opinion, was Rockwell trying to *illustrate* an historical event or *portray* it like a primary source? Why?

Name _____ Class _____ Date _____

6. Why do you think Rockwell has the little girl in his painting wear all white?

7. Which image, the painting or the photo, do you think is more effective at showing the racism and segregation of the early 1960s? Why?

8. Which image about school integration do you prefer, the painting or the photo? Why?

Bonus

Compare and contrast *The Problem We All Live With* to [New Kids in the Neighborhood](http://collections.nrm.org/search.do?id=344326&db=object&page=1&view=detail) (1967), another painting by Norman Rockwell featuring African American children and an American Civil Rights Movement theme. Do you think it could also be included in an exhibition about the American Civil Rights Movement? Why or why not? What themes do you think it can be used to illustrate? You can find an image of this painting by pasting this link to the Norman Rockwell Museum's website in your internet browser: <http://collections.nrm.org/search.do?id=344326&db=object&page=1&view=detail>.

Lesson Plan 5: Online or Offline: Human Rights and Internet Use

Teacher Instructions

As you and your students navigate through *Spark of Conviction: The Global Human Rights Movement* at the Center for Civil and Human Rights, you will see a list of countries with people currently at high risk for human rights abuses. Nearby, you will find a display about how some countries suppress free speech online and access to information on the Internet, particularly in China. In this activity, your class will explore the connections between current human rights abuses and access to the Internet.

Your students will begin with a chart of countries and two columns of data. One column has numbers from the “Peoples Under Threat” list created by the Minority Rights Group, an organization dedicated to making sure that minority and indigenous people around the world are heard and protected. The other column in the chart shows each country’s Internet penetration rate (IPR). This rate is the percentage of a country’s population that uses the Internet. These numbers are from the International Telecommunication Union (ITU), which is the special division for information and communication technologies at the United Nations.

Internet use as measured by the IPR is a good economic indicator—some people need water and electricity more than they need computers

and Internet services. As a result, many developing nations have a low IPR. The UN defines a **developed** nation as “one that allows all its citizens to enjoy a free and healthy life in a safe environment.” A **developing**, or less-developed, nation is one with a lower standard of living and a poorer economy. Europe has the highest Internet penetration rate while Africa is the least connected. About 40% of the world’s entire population uses the Internet. Of the 60% (or four billion people!) who do not use the Internet, 90% of them are in developing nations.

Can a nation’s human rights record, as measured by the “Peoples Under Threat” index tell us anything about how widely the Internet is used in that country? This is the question your students will attempt to answer by analyzing the relationship between two sets of data. First, they will plot the ITU’s Internet penetration rate and the Minority Rights Group’s index for “Peoples Under Threat.” Then they will look on their scatter plot for patterns of association between a nation’s human rights record and the amount of access the citizens of those countries have to the Internet. Finally, they will conduct an independent research project on the ways and reasons Internet use is restricted or censored by governments in countries with a history of human rights abuses.

ANSWER KEY

Part 1

1. (a.) 20 (b.) 18.21 (c.) 17.47
2. Somalia, 23.34
3. Israel, 73.37%
4. (a.) Mali, Chad, Ivory Coast (b.) Africa
5. Answers should include that there are two separate areas where the points are clumped together when the y value is low. Overall, it looks like a negative relationship because the points generally slope downward, meaning a higher x value (PUT index) yields a lower y value (IPR).
6. A line of best fit would begin on the y axis between 25% and 30%, slope down to the right and pass very near to #10 Yemen and #7 Pakistan.
7. It matches the graph because there is a negative relationship, but it isn't very strong and there are several outliers.
8. b
9. (a.) Israel is (15.74, 73.37) and the Russian Federation is (15.07, 53.27) (b.) Their Internet penetration rates are much higher than most of the other countries, even though they have similar "Peoples Under Threat" values.
10. It can for some countries, but not all. For the most part, those countries with the higher the PUT index (meaning the worse off a country is in terms of human rights), have the lowest percentage of Internet use. In other words, being "under threat" means they probably don't use the Internet very much. But it is not always the case as there are some countries like Israel and Russia that do not fit this pattern.

Online or Offline: Human Rights and Internet Use

Student Activity

As you move through *Spark of Conviction: The Global Human Rights Movement* at the Center for Civil and Human Rights, you will see a list of countries with people currently at high risk for human rights abuses. Nearby, you will find a display about how some countries suppress free speech online and access to information on the Internet, particularly in China. In this activity, you will explore the connections between current human rights abuses and access to the Internet.

You will begin with a chart of countries and two columns of data. One column has numbers from the “Peoples Under Threat” list created by the Minority Rights Group, an organization dedicated to making sure minority and indigenous people from around the world are heard and protected. The other column in the chart shows each country’s Internet penetration rate (IPR). This rate is the percentage of a country’s population that uses the Internet. These numbers are from the International Telecommunication Union (ITU), which is the special division for information and communication technologies at the United Nations.

Internet use as measured by the IPR is a good economic indicator some people need water and

electricity more than they need computers and Internet services. As a result, many developing nations have a low IPR. The UN defines a **developed** nation as “one that allows all its citizens to enjoy a free and healthy life in a safe environment.” A **developing**, or less-developed, nation is one with a lower standard of living and a poorer economy. Europe has the highest Internet penetration rate while Africa is the least connected. About 40% of the world’s entire population uses the Internet. Of the 60% (or four billion people!) who do not use the Internet, 90% of them are in developing nations.

Can a nation’s human rights record, as measured by the “Peoples Under Threat” index tell us anything about how widely the Internet is used in that country? First, you will plot the ITU’s Internet penetration rate against the Minority Rights Group’s index for “Peoples Under Threat.” Then you will look on your scatter plot for patterns of association between a nation’s human rights record and the amount of access the citizens of those countries have to the Internet. Finally, you will research the ways and reasons Internet use is restricted or censored by governments in countries with a history of human rights abuses.

Terms to Know: *access, antecedents, correlation, censor, economic, genocide, index, indicator, indigenous, minority, penetration, suppression, violate*

Part 1: Data Analysis

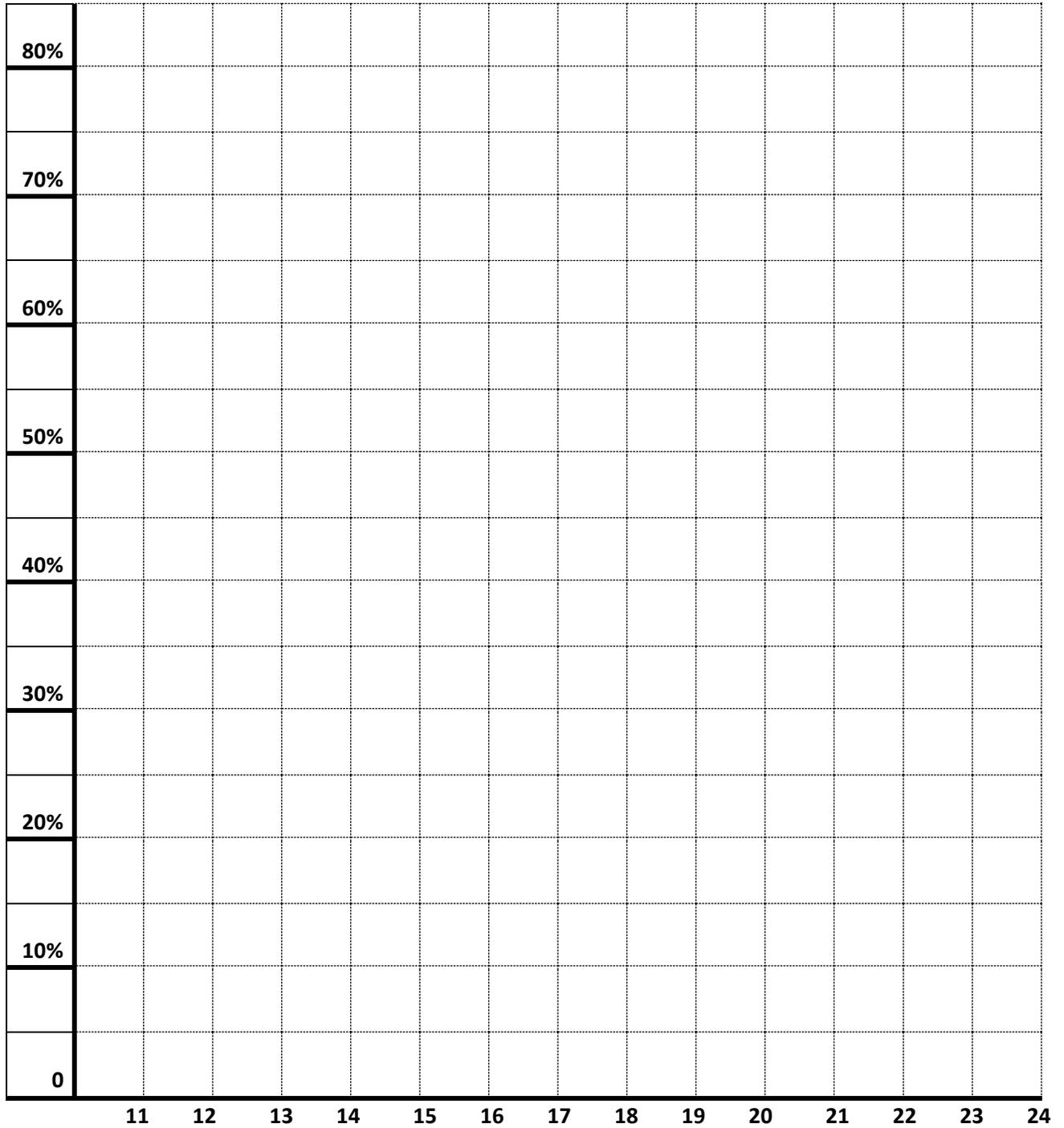
The 20 countries on this chart rank high on the annual “Peoples Under Threat” list *and* have an Internet penetration rate measured by the ITU. Other countries may be on one list but not the other. For example, North Korea has an index from the Minority Rights Group for human rights abuses, but the ITU cannot calculate how many people use the Internet there. Therefore, North Korea is not on the chart below.

Plot the two values for each country in the chart below to see if their human rights record is a useful indicator of Internet use. Use the “Peoples Under Threat” index ranking next to the country names in the chart to identify the coordinates (x, y) on your graph. For example, you can identify Somalia (23.34, 1.38) as “1” on your scatter plot instead of writing out “Somalia.” Ask your teacher whether you will use the graph provided below the chart to plot the data or if you will enter it into a program on a computer. After you have graphed the data, study your results and answer the questions that follow.

	Peoples Under Threat Index (x-axis)	Internet Penetration Rate (y-axis)
1. Somalia	23.34	1.38%
2. Sudan, Republic of	21.63	21.00%
3. Syria	21.61	24.30%
4. Congo, The Democratic Republic of	20.98	1.68%
5. Afghanistan	20.96	5.45%
6. Iraq	20.67	7.10%
7. Pakistan	20.49	9.96%
8. Burma/Myanmar	19.69	1.07%
9. Ethiopia	19.18	1.48%
10. Yemen	18.58	17.45%
11. Nigeria	18.39	32.88%
12. Iran	16.42	36.00%
13. Central African Republic	16.02	3.00%
14. Israel	15.74	73.37%
15. Zimbabwe	15.69	17.09%
16. Mali	15.47	2.17%
17. Chad	15.13	2.10%
18. Russian Federation	15.07	53.27%
19. Ivory Coast	14.90	2.38%
20. Philippines	14.26	36.24%

Name _____ Class _____ Date _____

Plot the "Peoples Under Threat" (PUT) index on the x-axis and the Internet penetration rate (IPR) on the y-axis. Don't forget to label the axes!



Name _____ Class _____ Date _____

1. (a.) What is the sample size for this population? _____

(b.) What is the mean for the x values (PUT)? _____

(c.) What is the mean for the y values (IPR)? _____

2. Which nation has the highest, and therefore worst, People's Under Threat index (PUT)? What is the index?

3. Which nation has the highest, and therefore best, Internet penetration rate (IPR)? What is the rate?

4. (a.) Identify three nations that appear to be extremely similar, based on the data in your chart.

(b.) On which continent are all three located? _____

5. Describe the cloud pattern formed by the scatter plot. What is the relationship between the two sets of data?

6. Draw in a line of best fit your graph. Which two nations are closest to the line?

7. A correlation coefficient is a number between -1 and 1, represented by r . It tells us how strong the linear relationship is between two sets of data on a graph. When r is close to 1, there is a strong positive relationship. When $r = 0$, there is no relationship. When r is close to -1, there is a strong negative relationship. For the data in this graph, $r = -0.36$. How does this value compare with what you see in your scatter plot?

8. Based on the linear association of these two variables, circle the statement that is the most accurate.

(a.) Countries that are at high risk of serious human rights violations also tend to have high rates of Internet use by its people.

(b.) Countries that are at high risk of serious human rights violations tend to have low rates of Internet use by its people.

9. (a.) Which two countries are the most obvious outliers on your graph and what are their coordinates?

(b.) Why are they outliers?

10. Based on this sample and your investigation into patterns of association, do you think a nation's human rights record, as measured by the "Peoples Under Threat" index, can tell us how much the Internet is used in that country? Why or why not?

Part 2: Research Project

Internet use depends on Internet access—you can't use it if you don't have it. Some people may be able to access it from a home computer, a community center like a library or café, a personal tablet, or a cell phone. How many different pieces of technology do you use to go online each day? And in how many different locations? The second aspect of Internet use, after access, is the freedom to use it. Many countries try to censor what their citizens can see and do on the Internet.

In China, authorities have created an elaborate system for digital content control. China's online censorship has been called "the largest selective suppression of human communication in the history of the world." Websites related to pro-democracy activists, human rights groups, Tiananmen Square, Taiwan, foreign news reports, and the Dalai Lama are among the types of sites blocked or redirected by the Chinese government. Be sure to explore "The Great Firewall" interactive at the Center for Human and Civil Rights to see why the Chinese government opposes these topics and how their government works to ensure that citizens cannot access certain information or criticize the government online.

The countries listed below are identified within *The Global Human Rights Movement* at The Center as places that, at some point in recent times, have violated the human rights of its citizens. Choose one country from the list. Research that country online and provide a recent example of how human rights have been violated there because of Internet censorship either by the government or by terrorist groups. A good place to begin your research is with the [Enemies of the Internet](#) list maintained by the group Reporters Without Borders (<http://en.rsf.org/>) or by searching with major global news organizations (such as www.cnn.com, www.foxnews.com, or www.bbc.com/news/world). After you describe a recent censorship incident, explain how it violates the human rights of the people involved.

Afghanistan	Equatorial Guinea	Saudi Arabia
Bahrain	Ethiopia	Somalia
Bulgaria	Iran	Sudan
Burma	Iraq	Syria
Chad	Mexico	Tunisia
China	Nigeria	Ukraine
Congo, Democratic Republic of	North Korea	United States of America
Cuba	Pakistan	Uzbekistan
Egypt	Russia	Zimbabwe

Bonus

How many times a day do you and your friends access the Internet? Do your parents pay their bills online? Are they able to work from home because they can work online? Do you research homework assignments on the computer? Imagine how your life would change if you, your family, and friends were no longer able to use the Internet when you want to and how you want to.

Name _____

Class _____

Date _____

In 2011, the United Nations officially declared Internet access a human right because “the Internet has become a key means by which individuals can exercise their right to freedom and expression.” Do you agree? Is the ability to reach information and services online a luxury or a necessity? Why? If a country prohibits access to the Internet, does that violate human rights? If so, which ones? Write a persuasive essay to present and support your opinion.

Yoani Sánchez, Cuba’s most well-known dissident journalist and blogger, was arrested for criticizing the government.



Zakariya Rashid Hassan al-Ashiri was an online journalist in Bahrain. On April 2, 2011, he was arrested as part of a government crackdown on pro-democracy advocates. Seven days later, he was dead.



Interdisciplinary Activities and Project Ideas

A field trip to the Center for Civil and Human Rights has connections to multiple content areas at the middle school level. Use these additional interdisciplinary activities and inquiry-based project ideas to further explore civil and human rights in your students' Social Studies, Science, and Language Arts classes.

1. Fair Trade Chocolate

Chemistry, Geography



The Center for Civil and Human Rights includes examples of how consumers can evaluate their ethical footprint, based on the products they choose to buy. One of the products featured in *Spark of Conviction: The Global Human Rights Movement* is chocolate. Cacao beans are the main ingredient in chocolate—and about 75% of these beans come from plantations in West Africa where young children, especially boys, are often forced to work. Child workers on cacao plantations are exposed to toxic pesticides and dawn-to-dark workdays for little pay, if they are paid at all. Some of these children are slaves, sold into servitude by human traffickers or their families.

Chocolate is part of a \$75 billion global industry. Some human rights organizations have urged the biggest players in the sector to certify that their products do not contain cacao from plantations using slave or child labor. Some companies have complied, largely because of citizen pressure, but many more have been reluctant to do so.

Encourage your students to contact the companies that make their favorite chocolate to see if they can verify whether or not the products contain cacao from plantations using child or slave labor. Then, ask your class to bring in empty wrappers or lists of ingredients from their favorite chocolate candy brands. Have the students determine which ingredients are natural and which are chemical. Students can then research the list of natural ingredients back to their countries of origin, to see if the cacao beans used to make the chocolate are indeed fair trade.

2. Human Rights in the US Constitution

Civics, US History, Civil Rights



On December 10, 1948, the United Nations (UN) adopted the Universal Declaration of Human Rights (UDHR)—a Bill of Rights for all humankind—based on cultural, religious, and legal traditions from around the world. The UDHR is a list of 30 carefully crafted articles, each explaining a human right. Human rights standards and principles appear in all major religious texts and the founding documents of many countries—including the Magna Carta, the French Declaration on the Rights of Man, the US Constitution, and the more recent constitutions of India and South Africa. Your students will learn how this important list came to be during your field trip to the Center for National and Civil Rights.

The United States, of course, has its own Bill of Rights, ratified in 1791. Although they were written much earlier than the UDHR, there are many similarities between the list of human rights from the UN and the amendments to our own Constitution. For example, the First Amendment to the US Constitution guaranteeing freedom of speech aligns with Article 20 in the UDHR. Using the copy of the Constitution found in the appendix of their social studies textbook or found online at http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html, have your students match as many of the articles in the Universal Declaration of Human Rights to their counterparts in the United States Constitution. They should create a chart that lists the number of each amendment in the Constitution with the corresponding article from the UDHR, as well as a brief description of the rights they guarantee. The complete transcript of the UDHR can be found online here: <http://www.un.org/en/documents/udhr>.

3. Digital Divide

Mathematics, Economics, Technology

Fourth graders from San Diego, California, work on a school laptop in 2013. Roughly one-quarter of the students in the city have no Internet access at home.



The “digital divide” refers to the different amounts of information available to those who have access to the Internet and those who do not. Usually, we think of the differences between people who live in

developed and less-developed countries, but a digital divide exists right here in the United States and probably in your own home town. In fact, this discrepancy in access to technology is often discussed in debates about the state of public education today.

Public education is thought to be the great equalizer in America: regardless of their neighborhood, race, or economic status, a sound education is essential to giving everyone a chance to achieve their potential. By law, every state in America guarantees access to a K-12 education. Yet within and across states there are significant disparities in the quality of schools, stemming in large part from the way schools are funded, including local property taxes. As a result, schools in wealthier neighborhoods have greater resources than schools in poorer neighborhoods where classrooms may lack basic teaching materials, including computers and Internet access. Inside *Spark of Conviction: The Global Human Rights Movement*, your students will see a photograph of fourth graders in San Diego, California, working on school laptops. The caption reveals that roughly one-quarter of the students in this city have no Internet access at home.

Does a digital divide exist within your own school? Have your students design a statistical inquiry to find out. They can begin by taking a poll of their classmates, their grade level, and then the school population as a whole, to see who has a computer with Internet capabilities at home and who does not. Next, they should investigate the measures that your school community takes to address the digital divide, if one is present. For example, is there a parent or student group that can refurbish computer equipment no longer needed by some families and distribute it those who do need it? If they discover that there is not a digital divide within their community, task them with investigating the reasons why.

4. Disability Rights

Civil Rights, US History, Language Arts



The American Civil Rights Movement of the 1960s not only helped African Americans maintain equal standing in American society, it also inspired several other civil rights movements to use nonviolent methods, including people with disabilities. Disability rights activist Bob Kafka is featured in The Center as a “Defender Today” for his lifetime commitment to helping people with disabilities through nonviolent advocacy. He first undertook civil disobedience in 1984 to secure access to public transportation for people with disabilities. Kafka has been arrested more than 30 times fighting for the civil and human rights of people with disabilities. Another pioneer of the disability rights and independent living movement in the US was Edward Roberts (1939-1995). He is often called the “father” of the American disability rights movement.

On the international front, you will hear from activist Giorgi Akhmeteli in a gallery called “Who Like You” leading into *Spark of Conviction: The Global Human Rights Movement* at The Center. After an accident at age 21 left him in a wheelchair, he found that people with disabilities could not fulfill basic needs in the Republic of Georgia. Thus, he founded the NGO “Accessible Environment for Everyone” that advocates the interests of persons with disabilities and aims to contribute to their social integration.

Although these men’s names might not be well-known, their efforts are noticed everywhere. Your students can see the effects of this movement in their very own school, where every doorway and bathroom has been made accessible for students in wheelchairs. Have your students research pioneers in the history of disability rights in the United States to highlight one individual in a brief biography written to introduce the importance of disability rights to children in younger grades.

5. Finding Civil and Human Rights in Your Curriculum

Social Studies, Science

Although the American Civil Rights Movement is usually mentioned briefly in a textbook’s discussion of 20th century US history, there is rarely a similar section dedicated to the study of human rights. With standardized testing driving much of the required curriculum in schools today, you may find yourself with little time to expand on these important and interesting topics.

Put your students’ natural curiosity to work to show them the interdisciplinary nature of civil and human rights and how easily they can be integrated into what is already being taught and learned. Working in groups, first have your students go through their Social Studies and Science textbooks, starting with the tables of contents and indices, looking for the sections where civil and human rights issues are addressed directly. For example, in which chapters are Mahatma Gandhi or Martin Luther King, Jr., discussed?

Next, have your students brainstorm the many ways civil and human rights issues can be connected to the content already in their textbooks. A lesson on the 19th Amendment can be tied to the struggles for equality by women around the world today, for example. Or an Earth Science unit that mentions natural disasters can include the innovative ways technology is being used to help victims of earthquakes and floods. Your field trip the Center for Civil and Human Rights will serve as a springboard for your students to learn more about the issues and stories they think are inspiring and should be shared in the classroom.

Recommended Reading

Consult these books before and after your class trip to the Center for Civil and Human Rights (The Center). Explore the personal stories, memorable historic events, and inspiring global activism that lie behind the movements in civil and human rights. To capitalize on individual student interests, these lists are divided by grade level based on reading abilities: Elementary School (Grades 3 – 5) and Middle School (Grades 6 – 8). Within each grade level, they are separated into three categories: Biographies, Civil Rights, and Human Rights. During your field trip to The Center, be sure to check out the book selection in the retail store for some of your favorite titles!

Elementary School (Grades 3 – 5)

Biographies

- Abouraya, Karen Leggett. *Malala Yousafzai: Warrior with Words*. StarWalk Kids Media, 2014.
- Bader, Bonnie. *Who Was Martin Luther King, Jr.?* Grosset & Dunlap, 2007.
- Bleviso, Meg & Pamela D. Pollack. *Who Was Nelson Mandela?* Grosset & Dunlap, 2014.
- Brown, Monica. *Side by Side/Lado a Lado: The Story of Dolores Huerta and Cesar Chavez/La Historia de Dolores Huerta y Cesar Chavez*. Rayo Bilingual Edition, 2010.
- Herman, Gail. *Who Was Jackie Robinson?* Grosset & Dunlap, 2010.
- Humphrey, Sandra McLeod. *They Stood Alone: 25 Men and Women Who Made a Difference*. Prometheus Books, 2011.
- McDonough, Yona Zeldis. *Who Was Rosa Parks?* Grosset & Dunlap, 2010.
- McGinty, Alice B. *Gandhi: A March to the Sea*. Two Lions, 2013.
- Meltzer, Brad. *I am Rosa Parks (Ordinary People Change World)*. Dial, 2014.
- Miller, Jennifer A. *Mother Teresa (History Maker Bios)*. Lerner Publications, 2009.
- National Geographic Learning. *Cesar Chavez*. National Geographic School, 2010.
- Pascal, Janet. *Who Was Abraham Lincoln?* Grosset & Dunlap, 2008.
- Shabazz, Ilyasah. *Malcolm Little: The Boy Who Grew Up to Become Malcolm X*. Atheneum Books for Young Readers, 2014.
- Thompson, Gare. *Who Was Eleanor Roosevelt?* Grosset & Dunlap, 2004.
- Warren, Sarah E. *Dolores Huerta: A Hero to Migrant Workers*. Two Lions, 2012.
- Winter, Jonah & Sean Addy. *Peaceful Heroes*. Arthur A. Levine Books, 2009.

Civil Rights

- Conklin, Wendy. *The Civil Rights Movement: The 20th Century (Primary Source Readers)*. Teacher Created Materials 3rd edition, 2013.
- Krull, Kathleen. *What Was the March on Washington?* Grosset & Dunlap, 2013.
- Lewis, j. Patrick. *When Thunder Comes: Poems for Civil Rights Leaders*. Chronicle Books, 2012.
- Michelson, Richard. *As Good as Anybody*. Dragonfly Books, 2013.
- Murphy, Claire Rudolf. *My Country, 'Tis of Thee: How One Song Reveals the History of Civil Rights*. Henry Holt and Co., 2014.
- Nelson, Kadir. *Heart and Soul: The Story of America and African Americans*. Balzer + Bray, 2011.

- Rappaport, Doreen. *Nobody Gonna Turn Me 'Round: Stories and Songs of the Civil Rights Movement*. Candlewick reprint edition, 2008.
- Stotts, Stuart. *We Shall Overcome: A Song That Changed the World*. Clarion Books, 2010.
- Tonatiuh, Duncan. *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*. Harry N. Abrams, 2014.
- Tuck, Pamela M. *As Fast as Words Could Fly*. Lee & Low Books, 2013.
- Turck, Mary C. *Freedom Song: Young Voices and the Struggle for Civil Rights*. Chicago Review Press, 2008.
- Watkins, Angela Farris. *My Uncle Martin's Words for America: Martin Luther King Jr.'s Niece Tells How He Made a Difference*. Abrams Books for Young Readers, 2011.

Human Rights

- Amnesty International. *We Are All Born Free: The Universal Declaration of Human Rights in Pictures*. Frances Lincoln Children's Books, 2008.
- Anholt, Catherine & Laurence. *One World Together*. Frances Lincoln Children's Book, 2014.
- Cunningham, Kent. *Migration from Africa (Children's True Stories: Migration)*. Raintree Perspectives, 2011.
- Johnson, Jen Cullerton. *Seeds of Change: Planting a Path to Peace*. Lee & Low Books, 2010.
- Kent, Deborah. *Middle Eastern Migration (Children's True Stories: Migration: Level R History)*. Raintree, 2011.
- Lee, Spike & Tonya Lewis Lee. *Giant Steps to Change the World*. Simon & Schuster Books for Young Readers, 2011.
- Lewis, Brenda Ralph. *DK Readers: The Story of Anne Frank (Level 3: Reading Alone)*. DK Publishing, 2012.
- Robinson, Anthony & Annemarie Young. *Gervelie's Journey: A Refugee Diary*. Frances Lincoln Children's Books, 2010.
- Robinson, Anthony & June Allen. *Street Children*. Frances Lincoln Children's Books, 2014.
- Serres, Alain. *I Have the Right to Be a Child*. Groundwood Books, 2012.
- Smith, David J. *If the World were a Village: A Book About the World's People, 2nd ed.* CitizenKid, 2011.
- Smith, David J. *This Child, Every Child: A Book about the World's Children*. CitizenKid, 2011.
- Sonneborn, Liz. *The Khmer Rouge (Great Escapes)*. Benchmark Books, 2011.
- Thomas, Marlo & Friends. *Free to Be... You and Me (The 35th Anniversary Edition)*. Running Press Kids, 2008.
- Wilson, Janet. *Our Rights: How Kids Are Changing the World*. SecondStory Press, 2013.
- Winter, Jeanette. *Nasreen's Secret School: A True Story from Afghanistan*. Beach Lane Books, 2009.
- Yue, Guo & Clare Farrow. *Little Leap Forward: A Boy in Beijing (World Tales Advanced Readers)*. Barefoot Books, 2011.
- Sullo, Allan. *Escape: Children of the Holocaust*. Scholastic Paperbacks, 2011.

Middle School (Grades 6 – 8)

Biographies

- Bernier-Grand, Carmen T. *Cesar: Si, se puede! / Yes, We Can*. Two Lions Bilingual Edition, 2011.

- Bollinger, Michele & Dao X Tran, eds. *101 Changemakers: Rebels and Radicals Who Changed US History*. Haymarket Books, 2012.
- Hernandez, David. *They Call Me a Hero: A Memoir of My Youth*. Simon & Schuster Books for Young Readers, 2014.
- Hollingsworth, Tamara. *Eleanor Roosevelt: A Friend to All (Primary Source Readers: American Biographies)*. Teacher Created Materials, 2010.
- Hoose, Phillip. *Claudette Colvin: Twice Toward Justice*. Square Fish Reprint Edition, 2010.
- Kanefield, Teri. *The Girl from the Tar Paper School: Barbara Rose Johns and the Advent of the Civil Rights Movement*. Harry N. Abrams, 2014.
- Kidder, Tracy & Michael French. *Mountains Beyond Mountains (Adapted for Young People): The Quest of Dr. Paul Farmer, A Man Who Would Cure the World*. Delacorte Books for Young Readers reprint edition, 2013.
- Leyson, Leon. *The Boy on the Wooden Box: How the Impossible Became Possible . . . on Schindler's List*. Atheneum Books for Young Readers, 2013.
- Pinckney, Andrea Davis. *Profiles #6: Peace Warriors*. Scholastic Paperbacks, 2013.
- Schlimm, John. *Stand Up! 75 Young Activists Who Rock the World and How You Can, Too!* Publishing Syndicate, 2013.
- Yousafzai, Malala. *I Am Malala: How One Girl Stood Up for Education and Changed the World (Young Readers Edition)*. Little, Brown Books for Young Readers, 2014.

Civil Rights

- Bartoletti, Susan Campbell. *They Called Themselves the K.K.K.: The Birth of an American Terrorist Group*. HMH Books for Young Readers, 2010.
- Bausum, Ann. *Marching to the Mountaintop: How Poverty, Labor Fights and Civil Rights Set the Stage for Martin Luther King Jr.'s Final Hours*. National Geographic Children's Books, 2012.
- Brimner, Larry Dane. *Birmingham Sunday*. Calkins Creek, 2010.
- Brimner, Larry Dane. *Black & White: The Confrontation between Reverend Fred L. Shuttlesworth and Eugene "Bull" Connor*. Calkins Creek, 2011.
- Deutsch, Stacia, & Rhody Cohon. *Hot Pursuit: Murder in Mississippi*. Kar-Ben Publishing, 2010.
- Flowers, Arthur. *I See the Promised Land: A Life of Martin Luther King Jr.* Groundwood Books, 2013.
- Freedman, Russell. *Freedom Walkers: The Story of the Montgomery Bus Boycott*. Holt McDougal, 2010.
- Levine, Ellen S. *Freedom's Children: Young Civil Rights Activists Tell Their Own Stories*. Puffin, 2000.
- Levinson, Cynthia. *We've Got a Job: The 1963 Birmingham Children's March*. Peachtree Publishers, 2012.
- Nathan, Amy. *Round and Round Together: Taking a Merry-Go-Round Ride into the Civil Rights Movement (The Nautilus Series)*. Paul Dry Books, 2011.
- Osborne, Linda Barrett. *Miles to Go for Freedom: Segregation and Civil Rights in the Jim Crow Years*. Harry N. Abrams, 2012.
- Partridge, Elizabeth. *Marching for Freedom: Walk Together Children and Don't You Grow Weary*. Viking Juvenile, 2009.
- Rappaport, Doreen. *Tinker vs. Des Moines: Students Rights on Trial*. StarWalk Kids Media, 2013.
- Spilsbury, Richard. *Who Marched For Civil Rights? (Primary Source Detectives)*. Heinemann-Raintree Middle School Nonfiction, 2013.
- Stetoff, Rebecca & Ronald Takaki. *A Different Mirror for Young People: A History of Multicultural America*. Seven Stories Press, 2012.
- Tarrant-Reid, Linda. *Discovering Black America: From the Age of Exploration to the Twenty-first Century*. Harry N. Abrams, 2012.

- Walker, Paul Robert. *Remember Little Rock: the Time, the People, the Stories*. National Geographic Children's Books, 2009.
- Wright, Simeon & Herb Boyd. *Simeon's Story: An Eyewitness Account of the Kidnapping of Emmett Till*. Chicago Review Press, 2011.

Human Rights

- Amnesty International, ed. *Free? Stories About Human Rights*. Candlewick, 2010.
- Dau, John Bul. *Lost Boy, Lost Girl: Escaping Civil War in Sudan*. National Geographic Children's Books, 2010.
- Ellis, Deborah. *Kids of Kabul: Living Bravely Through a Never-Ending War*. Groundwood Books, 2012.
- Friedman, Lauri S. *Human Rights (Introducing Issues with Opposing Viewpoints)*. Greenhaven Press reprint edition, 2010.
- Gann, Marjorie & Janet Willen. *Five Thousand Years of Slavery*. Tundra Books, 2011.
- Keat, Nawuth. *Alive in the Killing Fields: Surviving the Khmer Rouge Genocide*. National Geographic Children's Books, 2009.
- Kleyn, Tatyana. *Immigration: The Ultimate Teen Guide (It Happened to Me)*. Scarecrow Press, 2011.
- Miller, Debra A., ed. *Fair Trade (Current Controversies)*. Greenhaven Press, 2010.
- O'Brien, Anne Sibley. *After Gandhi: One Hundred Years of Nonviolent Resistance*. Charlesbridge, 2009.
- Rappaport, Doreen. *Beyond Courage: The Untold Story of Jewish Resistance During the Holocaust*. Candlewick, 2014.
- Rockliff, Mara. *Get Real: What Kind of World are YOU Buying?* Running Press Kids, 2010.
- Senker, Cath. *North Korea and South Korea (Our World Divided)*. Rosen Central, 2012.
- Smith, Icy. *Half Spoon of Rice: A Survival Story of the Cambodian Genocide*. East West Discovery Press, 2010.
- Sundem, Garth. *Real Kids, Real Stories, Real Change: Courageous Actions Around the World*. Free Spirit Publishing, 2010.
- Wilkes, Sybella. *Out of Iraq: Refugees' Stories in Words, Paintings and Music*. Evans Brothers, 2010.
- Winckelmann, Thom. *Genocide (Man's Inhumanities)*. Erickson Press, 2008.

On This Day

Use this detailed calendar of significant historical moments and national and international days of observation to incorporate civil and human rights into your daily lesson plans. All of these events and commemorations are connected to the wide variety of themes, events, people, and topics featured in both this Teacher’s Guide and within the exhibitions at the Center for Civil and Human Rights.

This information can be used in your classroom:

- As a resource for biographies of key people involved in the evolution of civil and human rights.
- For exercises in historical geography, by mapping the locations of events in specific locations over time.
- To develop group study aids such as trivia contests or game and quiz shows
- As a daily “Fact-of-the Day” posting on your bulletin board or class website.

January

1	2005: Shirley Chisholm, the first African American congresswoman and presidential candidate, passes away.
2	1973: Roe v. Wade establishes a woman's legal right to abortion in the US.
3	1964: Martin Luther King, Jr., appears on the cover of <i>Time</i> magazine as its "Man of the Year."
4	1991: The UN Security Council votes unanimously to condemn Israel's treatment of the Palestinians in the occupied territories.
5	1981: Civil rights activist Andrew Young becomes the mayor of Atlanta, GA.
6	2006: Edgar Ray Killen is arrested for the 1964 murders of three civil rights workers in Mississippi.
7	1979: Vietnamese troops take the city of Phnom Penh in Cambodia, which begins the end of the Khmer Rouge's reign of terror.
8	World Literacy Day
9	1918: US President Wilson first states his public support of the federal woman suffrage amendment.
10	2006: The US Supreme Court rules that the protection of the Americans with Disabilities Act extends to people in a state prison and protects inmates from discrimination on the basis of disability.
11	1965: A boycott by both black and white professional football players ends after the American Football League agrees to move the All-Star game from New Orleans to Houston.
12	1951: The UN Convention on the Prevention and Punishment of the Crime of Genocide enters into force.
13	1966: Robert C. Weaver becomes the first black US Cabinet member when President Johnson appoints him Secretary of Housing and Urban Development.
14	2000: A UN tribunal sentences five Bosnian Croats to up to 25 years in prison for massacring of over 100 Muslims in a Bosnian village in 1991.
15	1929: Martin Luther King, Jr., is born.
16	National Religious Freedom Day
17	1945: Swedish diplomat Raoul Wallenberg, who saved tens of thousands of Jews during World War II, disappears in Hungary while in Soviet custody.
18	2013: In a settlement with a university in Massachusetts, the US Justice Department says that severe food allergies can be considered disabilities under federal law.
19	2009: Stanislav Markelov, a human rights lawyer critical of Russia's actions in Chechnya, is shot and killed in broad daylight.
20	2009: Barack Obama, the first African American US president, is sworn in using a Bible that belonged to Dr. Martin Luther King, Jr.
21	National Day of Hope and Resolve

22	1980: Andrei Sakharov is arrested after protesting the Soviet invasion of Afghanistan. He is sent into exile in the "closed city" of Gorki.
23	1964: The 24th Amendment abolishes the poll tax, which had been used by 11 southern states to prevent African Americans from voting.
24	1956: Emmett Till's murderers, Roy Bryant and J.W. Milam, confess to his killing in a magazine article but they are never brought to justice.
25	2013: Russian TV personality Anton Krasovsky is fired shortly after revealing that he is gay on a live broadcast of a late night TV show.
26	1930: Gandhi publishes the Declaration of Independence of India.
27	1965: A recognition dinner is held in Atlanta to honor Dr. Martin Luther King, Jr. for his Nobel Peace Prize.
28	2014: Ratko Mladic, former leader of the Bosnian Serb army who was indicted for genocide and other war crimes, refuses to testify at the genocide trial of former Bosnian Serb Leader Radovan Karadzic and denounces the UN-backed court as "satanic."
29	1998: A bomb at an abortion clinic in Birmingham, AL, kills an off-duty policeman and wounds a nurse. Eric Rudolph is charged with this bombing, along with three others in Atlanta, GA.
30	1948: Mohandas Gandhi is assassinated.
31	2011: Burma (Myanmar) convenes its first parliament in more than twenty years.

February

1	1960: The Woolworth sit-in in Greensboro, NC, begins.
2	1948: US President Harry Truman urges Congress to adopt a civil rights program.
3	1870: The 15th Amendment to the US Constitution gives African American men the right to vote.
4	World Cancer Day
5	1994: White separatist Byron De La Beckwith is convicted of murdering Medgar Evers—more than 30 years after he committed the crime.
6	UN International Day of Zero Tolerance to Female Genital Mutilation
7	1991: Jean-Bertrand Aristide is sworn in as Haiti's first democratically-elected president.
8	1964: Representative Martha Griffiths gets civil rights protection for women added to the 1964 Civil Rights Act.
9	1950: US Senator Joseph McCarthy claims the State Department is riddled with Communists, marking the start of the era of "McCarthyism."
10	1999: US President Bill Clinton publicly apologizes to Guatemalans after more than 40 years since the US financed the counter-terrorism campaign that led to thousands of civilian deaths in Guatemala's civil war.
11	1990: Nelson Mandela is released after 27 years in prison in South Africa.
12	1993: Declaration on the Elimination of Violence against Women is adopted by UN.
13	World Radio Day
14	1957: The Southern Christian Leadership Conference (SCLC) is founded.
15	1968: In response to violent repression on Farm workers, Cesar Chavez begins a 25-day fast to keep the farm worker movement non-violent.
16	1857: The National Deaf Mute College (now Gallaudet College), the first school in the world for advanced education of the deaf, is incorporated in Washington, DC.
17	2014: The UN Commission of Inquiry on Human Rights publishes a report on widespread human rights abuses in North Korea.
18	1965: Civil rights activities Jimmie Lee Jackson is attacked and fatally beaten while trying to protect his mother and grandfather in Alabama.
19	1942: President Roosevelt signs Executive Order 9066, authorizing internment at "relocation camps" for Japanese Americans.
20	UN World Day of Social Justice
21	International Mother Language Day

22	2011: Tens of thousands of people march in Bahrain to protest the deaths of seven people killed by police and army forces.
23	2008: The UN Committee on the Rights of Persons with Disabilities holds its first session.
24	1983: A US congressional commission releases a report condemning the internment of Japanese Americans during World War II.
25	1948: Martin Luther King, Jr., is ordained to the Baptist ministry at age 19.
26	2011: The UN Security Council imposes sanctions against Libya and refers Libya to the International Criminal Court for investigation of crimes against humanity.
27	1943: German "Aryan" women married to Jews in Berlin protest against the impending deportation of their Jewish husbands. The SS are forced to back down and release the men.
28	1984: The US Supreme Court rules that Title IX is not restricted only to programs or activities funded with federal money.
29	1940: Hattie McDaniel becomes the first African American person to win an Oscar when she wins Best Supporting Actress for her role in <i>Gone with the Wind</i> .

March

1	UN Zero Discrimination Day
2	1982: Wisconsin becomes the first US state to outlaw discrimination on the basis of sexual orientation.
3	1968: More than 1000 Latino students peacefully walk out of a high school in L.A. with teacher, Sal Castro, joining the group of students, in protest of school conditions.
4	2009: The International Criminal Court charges Sudan's president, Omar al-Bashir, with war crimes and crimes against humanity in Darfur.
5	1968: The week-long 1968 Chicano Student Walkout begins. Thousands of Chicano middle and high school students walked out of their Los Angeles schools to protest discrimination and inferior conditions.
6	1857: The US Supreme Court infamously rules that African Americans—whether enslaved or free—were not citizens of the United States.
7	1965: Blacks begin a march to Montgomery in support of voting rights but are stopped at the Pettus Bridge by a police blockade. Fifty marchers are hospitalized after police use tear gas, whips, and clubs against them in Selma, AL, on "Bloody Sunday."
8	UN International Woman's Day
9	1993: In Los Angeles, CA, Rodney King testifies at the federal trial of four police officers accused of violating his civil rights.
10	2012: In Mississippi, a county school board releases a statement saying that the Itawamba Agricultural High School prom will be canceled this year. They chose to cancel the prom rather than let a lesbian student attend, wearing a tuxedo, with her girlfriend.
11	1994: In Chile's first peaceful transfer of power since 1970, Eduardo Frei is sworn in as President.
12	1956: Over 90 members of the US Congress sign and release the "Southern Manifesto," which condemns the Supreme Court's <i>Brown v. Board</i> decision and encourages states to resist implementing its orders.
13	1967: Over 200 students from seven Los Angeles colleges and universities meet to form the United Mexican American Students (UMAS).
14	2012: Thomas Lubanga Dyilo is convicted of the war crime of conscripting and using child soldiers in the Patriotic Forces for the Liberation of Congo, FPLC, in the Democratic Republic of the Congo.
15	2011: A new Americans with Disabilities Act rules comes into effect with expanded accessibility requirements.
16	2006: The European Parliament calls on Senegal to bring Hissène Habré, former dictator of Chad, to trial for crimes against humanity.
17	1910: Civil rights leader Bayard Rustin is born.
18	1992: White South Africans vote for constitutional reforms to give legal equality to black South Africans.

19	1911: International Women's Day is marked for the first time in Austria, Denmark, Germany and Switzerland. More than a million women and men attend rallies demanding the rights to vote, hold public office, work, get vocational training, and an end to discrimination on the job.
20	1933: The Nazis establish Dachau, the first of Germany's concentration camps, near Munich.
21	UN International Day for the Elimination of Racial Discrimination
22	UN World Water Day
23	World Meteorological Day
24	UN International Day for the Right to the Truth concerning Gross Human Rights Violations and for the Dignity of Victims
25	UN International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade
26	1964: Martin Luther King, Jr. and Malcolm X meet for the first and only time, in Washington, DC.
27	2012: High school student William Carruba asks the Granite City, IL, School Board to lift its restriction on wearing a kilt to prom. They refuse his request.
28	2008: The UN establishes the Mandate on Human Rights and Water and Sanitation.
29	1974: Eight Ohio National Guardsmen are indicted on charges stemming from the shooting deaths of four students at Kent State University on May 4, 1970.
30	1993: Two Serbian militiamen are sentenced to death in Sarajevo for war crimes committed in Bosnia.
31	Cesar Chavez Day

April

1	1991: The US Supreme Court rules that jurors cannot be prohibited from serving on a case because of their race.
2	2011: Zakariya Rashid Hassan al-Ashiri, who ran a news website that focused on human rights, business, and culture in Bahrain, is arrested as part of a government crackdown on pro-democracy advocates. He dies in custody a week later.
3	1944: The US Supreme begins to deal with race-based voter discrimination by ruling that a state cannot "permit a private organization to practice racial discrimination in elections."
4	1968: Martin Luther King, Jr., is assassinated.
5	1999: In Laramie, WY, Russell Henderson pleads guilty to kidnapping and felony murder charges in the hate-crime death of Matthew Shepard.
6	UN International Day of Sport for Development and Peace
7	Day of Remembrance of the Victims of the Rwanda Genocide
8	World Roma Day
9	1968: Martin Luther King, Jr., is buried in Atlanta.
10	1972: The US and the Soviet Union join 70 other nations in an agreement banning biological warfare.
11	1968: President Johnson signs a Civil Rights Act that addresses housing.
12	1963: Dr. Martin Luther King, Jr., Ralph David Abernathy, Fred Shuttlesworth, and many others are arrested and jailed in Birmingham following massive street demonstrations.
13	Thomas Jefferson's Birthday
14	1947: A judge in San Francisco rules that segregating children of Mexican decent violates the Constitution, even if the schools are equal to those attended by white children.
15	1945: The US army liberates Buchenwald concentration camp in Germany.
16	1963: Martin Luther King, Jr., writes the "Letter from Birmingham Jail."
17	1998: The UN establishes the Mandate on Extreme Poverty and Human Rights and the Mandate on the Right to Education.
18	2014: The Sigma Phi Epsilon Fraternity announces it has closed its chapter at the University of Mississippi after three of its members were suspected of tying a noose around the neck of a campus statue of James Meredith.
19	2004: The UN establishes the Mandate on Trafficking in Persons, especially for women and children.
20	2002: The UN establishes the Mandate on the Right to Health.
21	2014: Wilcox County High School in Georgia holds its very first, school-sponsored, integrated prom.

22	Earth Day/UN International Mother Earth Day
23	1872: Charlotte E. Ray becomes the African American woman lawyer.
24	2001: The UN Mandate on the rights of indigenous peoples is established.
25	World Malaria Day
26	World Intellectual Property Day
27	1999: The UN establishes the Mandate on the Human Rights of Migrants.
28	UN World Day for Safety and Health at Work
29	UN Day of Remembrance for all Victims of Chemical Warfare
30	1977: In Argentina, 14 mothers of the disappeared gather for the first time at Plaza de Mayo.

May

1	1999: Civil rights leader Jesse Jackson successfully negotiates with dictator Slobodan Milosevic for the release of three US soldiers that had been held in Yugoslavia for over a month.
2	1963: The Children's March for Civil Rights in Birmingham, AL
3	2008: The UN Convention on the Rights of Persons with Disabilities enters into force.
4	1942: The first gassing begins at Auschwitz and from now on most deportees will be murdered immediately on arrival at the concentration camp.
5	Hand Hygiene Day
6	1960: US President Eisenhower signs the Civil Rights Act of 1960 to increase protection for African Americans while voting.
7	1963: Police Commissioner Bull Connor uses dogs, clubs, and cattle prods to disperse four thousand civil rights demonstrators in Birmingham, AL.
8	World Red Cross and Red Crescent Day
9	1994: Nelson Mandela is elected as the first president of a democratic South Africa.
10	1963: The Birmingham Agreement is announced, ensuring that stores, restaurants, and schools in Birmingham, AL, will be desegregated, hiring of blacks implemented, and charges against civil rights protesters dropped.
11	1960: Israeli soldiers capture Nazi war criminal Adolf Eichmann in Buenos Aires, Argentina.
12	1968: The Poor People's March in Washington, DC, includes Anglo, Black, Latino and Native American activists.
13	1966: Federal education funding is denied to 12 school districts in the South for violations of the 1964 Civil Rights Act.
14	1961: A busload of Freedom Riders is firebombed near Anniston, AL. Bull Connor allows a mob to attack the Freedom Riders for 15 minutes before breaking up the violence, and refuses to make any arrests.
15	UN International Day of Families
16	1938: The first group of Jews begins forced labor at Mauthausen concentration camp in Austria.
17	1954: Brown vs. Board of Education is decided.
18	1886: Plessy vs. Ferguson is decided.
19	1921: Congress passes the Emergency Quota Act to set national limits on immigrants coming to the US.
20	1940: The concentration camp at Auschwitz is established.
21	UN World Day for Cultural Diversity for Dialogue and Development
22	2002: A jury in Birmingham, AL, convicts former Ku Klux Klan member Bobby Frank Cherry of murdering four girls in the bombing of the 16th Street Baptist Church in 1963.
23	1963: The Organization of African Unity, attended by African heads of state, meets in Addis Ababa, Ethiopia, to discuss the harsh treatment of the African Americans and civil rights protestors in Birmingham, AL.
24	1926: By refusing to hear the Corrigan v. Buckley case, the US Supreme Court paves the way for years of racial discrimination in housing.
25	National Missing Children's Day
26	2007: Gay rights protesters are attacked and beaten by neo-Nazis in Moscow and the protestors are arrested, instead of the attackers.

27	2012: A small group of LGBT activists are arrested outside the Moscow City Court in Russia after attempting to unfold a rainbow flag,
28	1963: Civil rights activists John Salter, Joan Trumpauer, and Anne Moody stage a nonviolent sit-in at a Woolworth's lunch counter in Jackson, Mississippi.
29	International Day of UN Peacekeepers
30	1987: Representative Barney Frank becomes the first openly gay member of Congress.
31	1909: The first NAACP conference is held, in New York City.

June

1	UN Global Day of Parents
2	1965: While on patrol, one of the first two African American deputy sheriffs of Washington Parish, LA, is shot and killed by a mob of white men.
3	1989: The Tiananmen Massacre in China
4	UN International Day of Innocent Children Victims of Aggression
5	1955: Martin Luther King, Jr., receives his Doctorate of Philosophy in Systematic Theology degree from Boston University.
6	1945: The charter for the United Nations is signed.
7	1965: In Griswold v. Connecticut, the US Supreme Court rules that the US Constitution protects a right to privacy and opens the door to future women's reproductive rights cases.
8	1948: Martin Luther King, Jr., graduates from Morehouse College in Atlanta, GA, with a degree in sociology at the age of 19.
9	2012: Russia enacts changes to the Federal Law on Assemblies, which restricts peaceful rallies, meetings, demonstrations, and marches.
10	1963: Congress passes the Equal Pay Act, which makes it illegal for employers to pay a woman less than what a man would receive for the same job.
11	1964: Martin Luther King, Jr., is arrested after demanding to be served at a whites-only restaurant in St. Augustine, FL.
12	UN World Day Against Child Labor
13	2013: The US Supreme Court orders a review of Judge Edith Jones of Houston, TX, after she called certain racial groups like African Americans and Hispanics "predisposed to crime."
14	World Blood Donor Day
15	UN World Elder Abuse Awareness Day
16	1964: The Ku Klux Klan attacks the Mt. Zion Church in Neshoba County, MS, assaults the congregation, and burns the church to the ground.
17	2011: The first UN resolution on sexual orientation and gender identity is adopted.
18	1968: The US Supreme Court bans racial discrimination in housing sales and rentals.
19	2013: The lower house of Russia's parliament passes a bill that severely limits freedom of expression, assembly and association for LGBT people.
20	UN World Refugee Day
21	World Peace and Prayer Day
22	1999: The US Supreme Court rules that unjustified isolation of disabled individuals qualifies as discrimination based on disability.
23	1972: Title IX of the Education Amendments bans gender discrimination in schools.
24	2012: For the first time ever, Saudi Arabia allows women to compete on their national team at the Olympics.
25	1981: The US Supreme Court decides that America's male-only draft registration is unconstitutional.
26	UN International Day against Drug Abuse and Illicit Trafficking
27	Helen Keller Day (her birthday)
28	1970: What is considered America's first gay pride parade is held in New York City.

29	1992: The Supreme Court, in reference to Roe vs. Wade, says that while states are prohibited from banning most abortions, they do have the authority to impose some regulations.
30	1966: The National Organization for Women is founded in the US.

July

1	2003: The UN International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families enters into force.
2	1964: President Johnson signs the Civil Rights Act.
3	1962: Jackie Robinson is the first African American player inducted into the National Baseball Hall of Fame.
4	US Independence Day
5	1975: Arthur Ashe defeats Jimmy Connors, becoming the first African American to win a Wimbledon singles title.
6	1938: An international conference is held in France to manage the exodus of tens of thousands of Jews from Austria and Germany. No country is willing to accept the Jewish refugees.
7	2005: Terrorist attacks on London in the form of al Qaeda suicide bombings kill 52 people and injure 700 more.
8	1876: Six black men and one white man are killed in Hamburg, SC, in a violent confrontation between a white mob and an African American militia.
9	1868: The 14th Amendment to the US Constitution grants due process and equal protection under the law to African Americans.
10	1991: US President Bush lifts American economic sanctions against South Africa because of its "profound transformation" toward racial equality.
11	World Population Day
12	1967: Race riots begin in Newark, NJ, that will leave 26 dead, hundreds injured, and between \$10 and \$15 million in property damage over the next five days.
13	2013: Gunmen ambush a UN group in the Darfur region of Sudan, killing seven UN Tanzanian peace-keeping troops.
14	2008: The UN International Criminal Court files genocide charges against al-Bashir, president of Sudan, for a five-year campaign of violence in Darfur.
15	2009: Human rights activist Natalia Estemirova is abducted and killed in Chechnya. She had been gathering eyewitness accounts of Russia's crimes against humanity in the Chechen conflicts.
16	1937: Buchenwald concentration camp, near Weimar, in Germany, opens.
17	1998: An international treaty is ratified that permanently establishes the International Criminal Court (ICC) to prosecute genocide, crimes against humanity, and war crimes.
18	Nelson Mandela International Day (his birthday, born 1918)
19	1848: In Seneca Falls, NY, 300 people attend the first convention held to discuss women's rights: 68 women and 32 men sign the "Declaration of Sentiments"—the first formal demand made in the US for women's right to vote.
20	1944: A plot by Hitler's senior army officers to assassinate him fails.
21	2012: Russian President Putin signs a new law requiring nongovernmental organizations (NGOs) who have overseas funding and are involved in undefined "political activities" to register as "foreign agents."
22	1933: Caterina Jarboro sings "Aida" at the Metropolitan Opera House in New York City, becoming the first African American prima donna of an opera company.
23	1967: Detroit, MI, erupts into a bloody race riot that continues for five days and leaves over 40 people dead.
24	1929: US President Hoover proclaims the Kellogg-Briand Pact, renouncing war as a tool of foreign policy.
25	2007: India's first woman president is sworn in, Pratibha Patil.
26	1948: President Truman desegregates the US military.
27	National Korean War Veterans Armistice Day
28	1982: San Francisco, CA, is the first American city to ban handguns.
29	1970: The National Grape Boycott organized by the UFWOC results in contracts with most California growers.
30	UN International Day of Friendship
31	1932: The Nazi Party in Germany wins more than 38% of the vote in the elections.

August

1	1942: Switzerland closes its borders to "racial refugees" and 24,000 Jews are turned away.
2	1943: An uprising by 750 Jewish workers at the Treblinka concentration camp allows 70 prisoners to escape.
3	2009: Bolivia is the first country in South America to declare the right of indigenous people to govern themselves.
4	1964: The bodies of three civil-rights workers—two white, one black—are found in an earthen dam six weeks after they disappeared in Mississippi.
5	1992: Federal civil rights charges are filed against four Los Angeles police officers for beating Rodney King in Los Angeles. Later, two of the officers are convicted and jailed for civil rights violations.
6	1965: President Johnson signs the Voting Rights Act of 1965.
7	Transgender International Rights and Education Day
8	1942: The Nazis' plan to exterminate all Jewish people in Europe is exposed.
9	UN International Day of the World's Indigenous Peoples
10	1988: President Ronald Reagan signs a bill to pay reparations to Japanese Americans for their internment during World War II.
11	1965: The Watts Race Riots begin in Los Angeles, CA. By the time the violence ends, at least 34 people will be dead, 1000 will be wounded, and more than 600 buildings will be damaged or destroyed.
12	UN International Youth Day
13	2004: A refugee camp in Gatumba is the scene of one of the largest civilian massacres in Burundi when at least 152 Congolese civilians are killed and another 106 are wounded.
14	2014: Jewish people in the Ukrainian city of Donetsk, where pro-Russian militants have taken over government buildings, are told they have to register with the Ukrainians who are trying to make the city become part of Russia.
15	2000: A group of 100 people from North Korea arrive in South Korea and 100 South Koreans visit the North for brief reunions with family members they had not seen in 50 years.
16	2003: Idi Amin, the former dictator of Uganda, dies in Saudi Arabia.
17	1938: The German government requires all Jewish people to have their passports stamped with a red J so that Swiss and British immigration officials will be able to spot would-be asylum seekers.
18	1935: Marriages between non-Aryans and Aryans are forbidden in Germany.
19	UN World Humanitarian Day
20	1964: US President Lyndon Johnson signs the Economic Opportunity Act into law, devoting almost \$1 billion to programs for helping the poor.
21	1939: Five young African Americans stage the nation's first sit-in at a public library in Alexandria, VA.
22	1933: Joseph Goebbels establishes the Reich Chamber of Culture in Germany, which leads to the prevention of Jews from working in broadcasting, cinema, theatre, music, and the press.
23	International Day for the Remembrance of the Slave Trade and Its Abolition
24	1959: Hiram L. Fong is sworn in as the first Chinese American US senator and Daniel K. Inouye is sworn in as the first Japanese American US representative, three days after Hawaii is declared a state.
25	2010: Amnesty International activists are arrested for distributing flyers outside of a U2 concert in Moscow.
26	Women's Equality Day
27	1955: Emmett Till is kidnapped and killed in Mississippi.
28	1963: The March on Washington
29	UN International Day against Nuclear Tests
30	UN International Day of the Victims of Enforced Disappearances
31	2001: The UN World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance begins.

September

1	1939: Germany invades Poland, triggering World War II.
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2	1998: The International Criminal Tribunal for Rwanda (ICTR) issues the world's first conviction for genocide when Jean-Paul Akayesu is judged guilty of genocide and crimes against humanity.
3	1941: The Nazis carry out the first experimental gassings at Auschwitz.
4	1957: Nine African American students try to integrate Central High in Little Rock, AR, but are turned away.
5	UN International Day of Charity
6	1941: Jewish people over the age of six in German-occupied areas are ordered to wear the Star of David with the word "Jew."
7	1968: A protest at the Miss America pageant by a group called the New York Radical Women brings widespread media attention to women's liberation issues.
8	International Literacy Day
9	2004: US Secretary of State Colin Powell testifies before the Senate Foreign Relations Committee that "genocide has been committed in Darfur and that the Government of Sudan and the Janjaweed bear responsibility--and that genocide may still be occurring."
10	2012: Russian authorities deny a permit for an LGBT pride parade, claiming that the public reacts "negatively" to LGBT rallies.
11	Patriot Day in the United States
12	UN Day for South-South Cooperation
13	2007: The UN adopts the Declaration on the Rights of Indigenous Peoples.
14	1948: A groundbreaking ceremony takes place in New York City at the future site of the United Nations' world headquarters.
15	1963: Four young girls at Sunday school are killed when a bomb explodes at the Sixteenth Street Baptist Church in Birmingham, AL.
16	1969: The first "Chicano Liberation Day" is organized by Corky Gonzalez and the Crusade for Justice.
17	1958: Martin Luther King, Jr.'s first book <i>Stride Toward Freedom: The Montgomery Story</i> is published.
18	1963: Martin Luther King, Jr., delivers the eulogy at the funerals of three of the four children that were killed during the September 15 th bombing of the Sixteenth Street Baptist Church in Birmingham, AL.
19	2012: Russia expels the United States Agency for International Development (USAID) because the agency has "tried to affect the course of the political process."
20	1958: Martin Luther King, Jr., is stabbed with a letter opener at a bookstore in New York and survives.
21	UN International Day of Peace
22	1906: Atlanta, GA, erupts into race riots with horrifying violence which will leave dozens of African Americans dead.
23	2011: The European Union imposes additional sanctions against Syria, due to "the continuing brutal campaign" by the government against its own people.
24	1957: President Eisenhower sends federal soldiers to Little Rock, AR, to protect the nine African American students trying to go to Central High School.
25	1957: After weeks of threats and violence, nine African American teenagers attend their first full day of school at Central High in Little Rock, AR--marking the official integration of the Little Rock school district.
26	2013: Reports surface that Russian security forces boarded a Greenpeace ship and detained around 30 activists, holding the crew at gunpoint and disabling their communications.
27	1940: African American leaders protest against discrimination in the US military.
28	2007: The UN establishes the Mandate on Contemporary Forms of Slavery, its Causes and Consequences.
29	1941: On the outskirts of Kiev (now in Ukraine), 33,771 Jewish people are shot in just two days.
30	2010: The UN establishes the Mandate on the Rights to Freedom of Peaceful Assembly and of Association.

October

1	1962: James Meredith becomes the first African American student at the University of Mississippi.
2	UN International Day of Non-Violence
3	1949: The first African American-owned radio station, WERD, opens in Atlanta.

4	1933: In Germany, Propaganda Minister Joseph Goebbels orders the removal of non-Aryan editors from German newspapers.
5	World Teachers' Day
6	1954: E.L. Lyon becomes the first male nurse in the US Army.
7	2006: Journalist and human rights defender Anna Politkovskaya is shot and killed in Moscow after reporting about human rights violations in Chechnya and other parts of Russia.
8	1939: The first Jewish ghetto is established in Poland.
9	1974: Oskar Schindler, who is credited with saving the lives of about 1,200 Jews during the Holocaust, dies in Frankfurt, Germany.
10	World Mental Health Day
11	UN International Day of the Girl Child
12	1959: Atlanta's oldest synagogue, the Hebrew Benevolent Congregation, known as the Temple, is bombed.
13	UN International Day for Disaster Reduction
14	1979: The National March on Washington for Lesbian and Gay Rights demands equal civil rights and urges for protective civil rights legislature.
15	UN International Day of Rural Women
16	World Food Day
17	UN International Day for the Eradication of Poverty
18	1968: Two African American athletes, Tommie Smith and John Carlos, are suspended by the US Olympic Committee for giving a "black power" salute during an Olympic ceremony in Mexico City.
19	1960: Martin Luther King, Jr. and dozens of other activists arrested during a sit-in demonstration at Rich's department store in Atlanta, GA.
20	2007: The UN General Assembly approves a resolution condemning a government crackdown in Myanmar and asks for the release of political protesters.
21	2013: Two Connecticut police officers are found guilty of violating the civil rights of Latinos after a federal investigation uncovers a culture of bias within the police department.
22	1998: Pakistan's carpet weaving industry announces that they will begin to phase out child labor.
23	1947: The NAACP files a petition in the UN protesting the treatment of blacks in the US, called "An Appeal to the World."
24	United Nations Day
25	1940: Benjamin O. Davis, Sr., becomes the first African American general officer of the US Army.
26	2001: The US Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (PATRIOT) Act is signed into law.
27	World Day for Audiovisual Heritage
28	2009: President Barack Obama signs the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act into law.
29	1969: The US Supreme Court orders an immediate end to all school segregation in America.
30	1953: US General George C. Marshall is awarded the Nobel Peace Prize.
31	1961: A federal judge rules that the laws in Birmingham, AL, against integrated playing fields are illegal.

November

1	1960: Civil rights activists protest against segregated lunch counters outside Rich's department store in Atlanta, GA.
2	UN International Day to End Impunity for Crimes against Journalists
3	1992: Carol Moseley-Braun becomes the first African American woman elected to the US Senate.
4	1968: The United Mexican American Students (UMAS) and the Black Student Union (BSU) unite.
5	2010: For the first time, the UN reviews the United States for human rights violations, including treatment of migrant workers, racial profiling, and capital punishment.
6	UN International Day for Preventing the Exploitation of the Environment in War and Armed Conflict
7	1962: Eleanor Roosevelt dies from tuberculosis at the age of 78.

8	1994: The UN Security Council sets up the International Criminal Tribunal for Rwanda to investigate the Rwandan genocide.
9	Kristallnacht, International Day Against Fascism and Anti-Semitism
10	UN World Science Day for Peace and Development
11	1950: Gay rights activist Harry Hay founds America's first national gay rights organization.
12	1940: The Supreme Court rules in favor of an African American man who had bought a house in a formerly whites-only neighborhood.
13	1956: The US Supreme Court rules that bus segregation is illegal.
14	2012: Russia passes the "Federal Law concerning Treason and Espionage," which allows for arbitrary interpretation and application, posing a danger to Russian human rights activists who cooperate with international organizations.
15	1998: Civil rights activist Stokely Carmichael dies.
16	UN International Day for Tolerance
17	1988: Benazir Bhutto, elected in the first democratic elections in Pakistan in 11 years, is the first woman leader of an Islamic country.
18	FBI director J. Edgar Hoover calls Martin Luther King, Jr., "the most notorious liar in the country." A week later he claims that SCLC is "spearheaded by Communists and moral degenerates."
19	UN World Toilet Day
20	UN Universal Children's Day
21	UN World Television Day
22	UN Africa Industrialization Day
23	1939: All Polish Jews are required to wear a yellow star on their clothing for easy identification by the Nazis.
24	1940: The Nazis close off the Jewish ghetto in Warsaw, Poland, which will cause the population to drop from 350,000 to 70,000 over the next three years from starvation, disease, and deportations to concentration camps.
25	UN International Day for the Elimination of Violence against Women
26	1979: The International Olympic Committee votes to re-admit China after a 21-year absence.
27	1967: Martin Luther King, Jr., announces his plans for the "Poor People's Campaign" to focus on jobs and freedom for the poor of all races.
28	On this day in 1978: The Iranian government bans religious marches.
29	UN International Day of Solidarity with the Palestinian People
30	1993: US President Clinton signs the Brady Bill into law, which requires background checks and a five-day waiting period for handgun purchases.

December

1	1955: Rosa Parks refuses to give up her seat on a bus in Montgomery, AL.
2	UN International Day for the Abolition of Slavery
3	UN International Day of Persons with Disabilities
4	1938: El Congreso del Pueblo de Habla Española (The Spanish-Speaking Peoples Congress) holds its first conference in Los Angeles.
5	1955: Martin Luther King, Jr., is elected to lead the Montgomery Improvement Association and becomes the leader of the bus boycott.
6	1865: The 13th Amendment to the US Constitution abolishes slavery.
7	1998: The UN evacuates 14 peacekeepers in central Angola trapped by the fighting between army and rebel forces.
8	1941: The mass killing of Jews by poison gas at Chelmno, in German-annexed Poland, begins.
9	UN International Anti-Corruption Day
10	Human Rights Day: The Universal Declaration of Human Rights is adopted by the UN.
11	1946: The UN International Children's Emergency Fund (UNICEF) is established by the UN General Assembly to provide relief to children in countries devastated by war.
12	2013: A US military drone strike accidentally attacks a wedding party in Yemen, mistaking the group for al Qaeda terrorists, and kills over a dozen people in the party.

13	2011: Moncef Marzouki is sworn in as president of Tunisia after winning the first free elections in the country's modern history.
14	1994: Nelson Mandela's autobiography <i>Long Walk to Freedom</i> is released.
15	US Bill of Rights Day
16	1961: Martin Luther King, Jr., Ralph David Abernathy, and other protestors are arrested in Albany, GA.
17	1979: Arthur McDuffie, a black insurance executive, is fatally beaten in Miami, FL, by four white police officers who are later acquitted of his death.
18	UN International Migrants Day
19	1986: The Soviet Union announces that it has freed human rights activist Andrei Sakharov from internal exile and pardoned his wife, Yelena Bonner.
20	1993: The UN General Assembly votes unanimously to create the post of UN High Commissioner for Human Rights.
21	1988: Pan Am Flight 103 explodes 31,000 feet over Lockerbie, Scotland, 38 minutes after takeoff from London. 259 people on board are killed, along with 11 people on the ground. Libya is eventually found responsible for the act of terrorism.
22	1989: Romania's hard-line Communist ruler, Nicolae Ceausescu, is overthrown.
23	1994: The United Nations declares a "Decade for Human Rights Education."
24	1865: A group of veterans from the Confederate Army form the Ku Klux Klan in Pulaski, TN.
25	1989: Poet, playwright, and human rights activist Vaclav Havel is elected president of Czechoslovakia.
26	1872: Susan B. Anthony votes in an election to test whether the 14th Amendment would guarantee women the right to vote. She will be tried the following June and found guilty of "unlawful voting."
27	1978: After 40 years of dictatorship, Spain becomes a democracy and adopts a new constitution.
28	2005: A US immigration judge orders John Demjanjuk deported to Ukraine for his crimes against humanity during World War II.
29	1989: Vaclav Havel is chosen as president of Czechoslovak after the collapse of the communist regime.
30	1997: More than 400 people in four villages are massacred in the single worst day of Algeria's civil war.
31	1946: US President Truman officially declares the end of hostilities in World War II.

Timeline of Civil and Human Rights Declarations

The devastation of World War II and the epic scale of the Holocaust generated a groundbreaking, worldwide response resulting in the creation of the United Nations (UN). The UN is a global institution devoted to international peace and security, economic development, and universal human rights. The United Nations was formed in 1945 with a charter that “reaffirms faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small.” Starting in the late 1940s, UN member governments set about developing global standards on how the world would respond to atrocities like the Holocaust in the future.

This chart lists international human rights treaties and declarations in addition to American Civil Rights laws adopted after the UN was formed. Many of these are featured in the exhibitions at the Center for Civil and Human Rights For your information, a key for the groups and agencies appearing in the “Source” column follows the chart.

This timeline offers an extensive chronology of essential moments in national and international history. It reveals the connection between civil rights issues in the US and the development of human rights in the world. You can use this data as writing prompts and research project topics in your classroom.

Date	Law or Treaty	Source
1948	American Declaration of the Rights and Duties of Man	OAS
1948	Universal Declaration of Human Rights	UN
1951	Convention Relating to the Status of Refugees	UN CRSR
1957	Civil Rights Act of 1957	USA
1960	Civil Rights Act of 1960	USA
1960	Executive Order 10925	USA
1963	Equal Pay Act	USA
1964	Civil Rights Act of 1964	USA
1964	24th Amendment	USA
1965	International Convention on the Elimination of All Forms of Racial Discrimination	UN CERD
1965	Voting Rights Act	USA
1966	International Covenant on Civil and Political Rights	UN CCPR
1966	International Covenant on Economic, Social and Cultural Rights	UN CESCR
1967	Age Discrimination in Employment Act	USA
1968	Architectural Barriers Act	USA
1968	Civil Rights Act of 1968	USA
1975	Declaration on the Rights of Disabled Persons	UN
1979	Convention on the Elimination of All Forms of Discrimination against Women	UN CEDAW
1984	Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment	UN CAT
1986	Declaration on the Right to Development	UN
1988	Fair Housing Amendments Act	USA

1989	Convention on the Rights of the Child	UN CRC
1989	Air Carriers Access Act	USA
1990	Cairo Declaration of Human Rights in Islam	OIC
1990	International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families	UN CRMW
1990	Americans with Disabilities Act	USA
1991	Civil Rights Act of 1991	USA
1993	Vienna Declaration and Programme of Action	WCHR
1998	Declaration of Human Duties and Responsibilities	UNESCO
2000	UN Millennium Declaration	UN
2001	Universal Declaration on Cultural Diversity	UNESCO
2006	International Convention for the Protection of All Persons from Enforced Disappearance	UN CED
2006	Convention on the Rights of Persons with Disabilities	UN CRPD
2007	Declaration on the Rights of Indigenous Peoples	UN
2008	Declaration on Sexual Orientation and Gender Identity	UN

Key:

OAS	Organization of American States
OIC	Organization of Islamic Cooperation
UN	United Nations
UN CAT	Committee Against Torture
UN CCPR	Convention on Civil and Political Rights
UN CED	Committee on Enforced Disappearances
UN CEDAW	Committee on the Elimination of Discrimination against Women
UN CERD	Committee on the Elimination of Racial Discrimination
UN CESCR	Committee on Economic, Social and Cultural Rights
UN CRC	Convention on the Rights of the Child
UN CRMW	Committee on Rights of Migrant Workers
UN CRPD	Committee on the Rights of Persons with Disabilities
UN CRSR	Convention Relating to the Status of Refugees
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
WCHR	World Conference on Human Rights

Curriculum Correlations

We know how important it is for you to justify field trips and document how instructional time is spent outside of your classroom. With that in mind, both the activities in this Teacher’s Guide and the experiences your class will have during their field trip to the Center for Civil and Human Rights have been correlated to the Common Core State Standards for Mathematics and English Language Arts along with the Next

Generation Science Standards and the C3 Framework for Social Studies State Standards.

Following the national curricula, you will find the Georgia Performance Standards and the Georgia Standards of Excellence. In addition, specific requirements are provided for Alabama, Florida, North Carolina, South Carolina, and Tennessee.

NATIONAL CURRICULA

Common Core State Standards for Mathematics

Grade 6 CCSS.Math.Content: 6.RP.A.3.c, 6.NS.C.6.c, 6.SP.A.2, 6.SP.A.3, 6.SP.B.4, 6.SP.B.5.a, 6.SP.B.5.b, 6.SP.B.5.c, 6.SP.B.5.d

Grade 7 CCSS.Math.Content: 7.NS.A.3, 7.SP.A.1, 7.SP.A.2, 7.SP.B.4, 7.SP.C.5

Grade 8 CCSS.Math.Content: 8.EE.B.5, 8.SP.A.1, 8.SP.A.2, 8.SP.A.3

Mathematical Practice CCSS.Math.Practice: MP1, MP3, MP4, MP6

Common Core State Standards for English Language Arts and Literacy

Literacy and Writing in History/Social Studies, Science, and Technical Subjects

CCSS.ELA-Literacy: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.6, RH.6-8.7, RH.6-8.10, RST.6-8.1, RST.6-8.2, RST.6-8.4, RST.6-8.7, WHST.6-8.1.B, WHST.6-8.1.C, WHST.6-8.1.E, WHST.6-8.2.D, WHST.6-8.2.F, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9

C3 Framework for Social Studies State Standards

Developing Questions & Planning Inquiries: D1.3.6-8, D1.5.6-8.

Civics: D2.Civ.1.6-8., D2.Civ.2.6-8., D2.Civ.3.6-8., D2.Civ.5.6-8., D2.Civ.6.6-8., D2.Civ.8.6-8., D2.Civ.10.6-8., D2.Civ.11.6-8., D2.Civ.13.6-8., D2.Civ.14.6-8

Economics: D2.Eco.9.6-8., D2.Eco.13.6-8.

Geography: D2.Geo.4.6-8., D2.Geo.5.6-8., D2.Geo.6.6-8., D2.Geo.7.6-8., D2.Geo.8.6-8., D2.Geo.10.6-8.

History: D2.His.1.6-8., D2.His.2.6-8., D2.His.3.6-8., D2.His.4.6-8., D2.His.5.6-8., D2.His.12.6-8., D2.His.14.6-8., D2.His.15.6-8., D2.His.16.6-8., D2.His.17.6-8.

Evaluating Sources & Finding Evidence: D3.3.6-8., D3.4.6-8.

Communication Conclusions & Taking Informed Action: D4.1.6-8., D4.2.6-8., D4.3.6-8., D4.6.6-8., D4.7.6-8.

Next Generation Science Standards

Life Science: MS-LS1-3., MS-LS1-5.

Earth & Space Science: MS-ESS3-2., MS-ESS3-3., MS-ESS3-3.4

Engineering, Technology, & Applications of Science: MS-ETS1-1., MS-ETS1-2.

GEORGIA

Mathematics

Grade 6: MGSE6.RP.3, MGSE6.NS.6, MGSE6.SP.2, MGSE6.SP.3, MGSE6.SP.4, MGSE6.SP.5

Grade 7: MGSE7.NS.3, MGSE7.SP.1, MGSE7.SP.2, MGSE7.SP.4, MGSE7.SP.5

Grade 8: MGSE8.EE.5, MGSE8.SP.1, MGSE8.SP.2, MGSE8.SP.3

English Language Arts

Literacy in History/Social Studies, Science, and Technical Subjects: ELACCGPSL6-8RH1, ELACCGPSL6-8RH2, ELACCGPSL6-8RH3, ELACCGPSL6-8RH4, ELACCGPSL6-8RH6, ELACCGPSL6-8RH7, ELACCGPSL6-8RH10, ELACCGPSL6-8RST1, ELACCGPSL6-8RST2, ELACCGPSL6-8RST4, ELACCGPSL6-8RST7, ELACCGPSL6-8WHST1, ELACCGPSL6-8WHST2, ELACCGPSL6-8WHST7, ELACCGPSL6-8WHST8, ELACCGPSL6-8WHST9

Social Studies

Grade 6: SS6G3, SS6G4, SS6CG2, SS6E1, SS6E3, SS6H3, SS6G11, SS6E7, SS6H7

Grade 7: SS7G1, SS7G2, SS7G4, SS7CG1, SS7CG2, SS7CG3, SS7CG5, SS7CG7, SS7E3, SS7H1, SS7H2, SS7G5, SS7G7, SS7G8, SS7G9, SS7E7, SS7G11, SS7G12, SS7E10, SS7H3

Grade 8: SSH86, SS8H7, SS8H10, SS8H11, SS8H12, SS8CG1, SS8E3

Science

Grade 7: S7CS3, S7CS6, S7CS10, S7L1

Fine Arts

Visual Arts & Music

Grade 6: VA6MC.3, VA6MC.4, VA6CU.1, VA6CU.2, VA6AR.3, VA6C.1, VA6C.2; M6GM.8, M6GM.9

Grade 7: VA7MC.2, VA7MC.3, VA7MC.4, VA7CU.1, VA7CU.2, VA7AR.3, VA7C.1, VA7C.2; M7GM.8, M7GM.9

Grade 8: VA8MC.2, VA8MC.3, VA8MC.4, VA8CU.1, VA8CU.2, VA8AR.2, VA8C.1, VA8C.2; M8GM.8, M8GM.9

Health Education

Grade 6: HE6.1

Grade 7: HE7.1

Grade 8: HE8.1

ALABAMA**Social Studies**

Grade 6: United States Studies 1, 2, 9, 10, 11, 12

Grade 7: Civics 3, 10, 11, 12; Geography 1, 2, 4, 5, 8, 10

Science

Grade 7: 3, 4

Arts Education

Visual Arts: 3, 4, 6, 7

Music: 12, 14

Health Education

Grade 6: 2, 4

Grade 7: 2, 3, 4, 5, 9, 10, 12

Grade 8: 3, 4, 7

Technology Education: 6, 10, 11

FLORIDA

Social Studies

Grade 6: SS.6.G.1.4, SS.6.G.2.2, SS.6.W.1.3, SS.6.W.1.4

Grade 7: SS.7.C.1.9, SS.7.C.2.1, SS.7.C.2.10, SS.C.2.13, SS.7.C.3.4, SS.7.C.3.6, SS.7.C.3.7, SS.7.C.4.2, SS.7.C.4.3, SS.7.E.3.4

Grade 8: SS.8.A.1.1, SS.8.A.1.2, SS.8.A.1.3, SS.8.A.1.6, SS.8.A.1.7, SS.8.A.4.14, SS.8.A.5.8, SS.8.C.1.1, SS.8.C.1.5, SS.8.C.1.6, SS.8.E.2.3, SS.8.E.3.1, SS.8.G.2.3, SS.8.G.6.2

Science

Grade 6: SC.6.L.14.5, SC.6.L.14.6, SC.6.N.1.1

Grade 7: SC.7.E.6.6, SC.7.L.17.2, SC.7.N.1.4

Grade 8: SC.8.N.4.2

Visual Arts: VA.68.V.1.2, VA.68.C.3.1, VA.68.C.3.3, VA.68.H.1.1, VA.68.H.1.3, VA.68.S.1.5

Music: MU.68.H.1.1, MU.68.H.2.1, MU.68.H.3.1

Health

Grade 6: HE.6.C.1.3, HE.6.C.1.5, HE.6.C.2.7

Grade 7: HE.7.C.1.3, HE.7.C.1.5, HE.7.C.2.7

Grade 8: HE.8.C.1.3, HE.8.C.1.5, HE.8.C.2.7

NORTH CAROLINA

Social Studies

Grade 7: 7.H.1.2, 7.H.1.3, 7.H.2.1, 7.H.2.2, 7.H.2.3, 7.H.2.4, 7.G.1.1, 7.G.1.3, 7.G.2.1, 7.E.1.2, 7.C&G.1.1, 7.C&G.1.2, 7.C&G.1.3, 7.C&G.1.4, 7.C.1.1, 7.C.1.2

Grade 8: 8.H.1.2, 8.H.1.3, 8.H.1.4, 8.H.1.5, 8.H.2.1, 8.H.2.3, 8.H.3.2, 8.H.3.3, 8.H.3.4, 8.C&G.1.1, 8.C&G.1.2, 8.C&G.1.3, 8.C&G.1.4, 8.C&G.2.1, 8.C&G.2.2, 8.C&G.2.3

Science

Grade 7: 7.L.1.1, 7.L.1.4

Grade 8: 8.E.1.1, 8.E.1.4, 8.L.1.1, 8.L.1.2, 8.L.3.2

Arts Education

Visual Arts

Grade 6: 6.V.1.1, 6.CX.1.2, 6.CX.2.2, 6.CR.1.1
Grade 7: 7.V.1.1, 7.V.1.3, 7.CX.1.1, 7.CX.1.2, 7.CX.2.2, 7.CR.1.1
Grade 8: 8.V.1.1, 8.CX.1.2, 8.CX.2.2, 8.CR.1.1

Music

Grade 6: 6.CR.1.2
Grade 7: 7.CR.1.2
Grade 8: 8.CR.1.2

Health Education

Grade 6: 6.PCH.1.4, 6.NPA.1.2
Grade 7: 7.ICR.1.5, 7.ICR.1.6

Information and Technology

Grade 6: 6.SI.1.1, 6.SI.1.2, 6.TT.1.1, 6.RP.1.1, 6.RP.1.2,
Grade 7: 7.SI.1.1, 7.SI.1.2, 7.TT.1.1, 7.RP.1.1, 7.RP.1.2
Grade 8: 8.SI.1.1, 8.SI.1.2, 7.TT.1.1, 7.RP.1.1, 7.RP.1.2

SOUTH CAROLINA

Social Studies

Grade 7: 7-4.4, 7-4.6, 7-5.2, 7-5.5, 7-6.1, 7-6.2, 7-6.4, 7-6.5
Grade 8: 8-3.3, 8-5.1, 8-5.3, 8-5.4, 8-6.2, 8-7.2, 8-7.3,

Science

Grade 6: 6.S.1A.1, 6.S.1A.4, 6.L.5A.1,
Grade 7: 7.S.1A.1, 7.S.1A.4, 7.L.3A.2, 7.L.3A.4, 7.L3.B.2

Visual and Performing Arts

Grade 6: VA6-1.2, VA6-2.1, VA6-3.1, VA6-4.2, VA6-4.3, VA6-6.1, VA6-6.2; MG6-5.1, MG6-6.4,
Grade 7: VA7-1.2, VA7-2.1, VA7-3.1, VA7-4.2, VA7-4.3, VA7-5.1, VA7-6.1, VA7-6.2
Grade 8: VA8-1.2, VA8-2.1, VA8-2.2, VA8-2.4, VA8-4.2, VA8-4.3, VA8-5.1, VA8-6.1, VA8-6.2, MG8-6.4

TENNESSEE

Social Studies

Grade 8: 8.28, 8.33, 8.34, 8.82, 8.85, 8.86

Science

Grade 7: GLE 0707.T/E.1, GLE 0707.1.2, GLE 0707.7.6
Grade 8: GLE 0807.T/E.1, GLE 0807.5.2

Fine Arts

Music: 6.1, 8.2, 9.1

Visual Arts: 1.3, 1.4, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 6.1, 6.2

Health Education: 2.1, 2.3, 3.1, 3.2, 5.2, 9.1, 9.2, 9.3, 9.4, 14.1

Computer Technology: 1.2, 2.1, 3.1, 5.1, 6.1